

Haydon Ausness

MINUTES OF THE NAEB BOARD OF DIRECTORS
October 13, 1958 Sheraton - Fontenelle Hotel
Omaha, Nebraska

The Board of Directors of the National Association of Educational Broadcasters met in Omaha, Nebraska, in conjunction with the 34th Annual Convention of the NAEB. Minutes of the Board of Directors and business meetings of the convention follow.

The Board of Directors meeting was called to order by President Frank E. Schooley at 2:12 P. M.

Present:	President	Frank E. Schooley
	Vice-President	Jack McBride
	Secretary	Haskell Boyter
	Treasurer	Robert Coleman
	Director, Region 3	William Harley
	Director, Region 4	Richard Vogl
	Director, Region 5	Robert Schenkkan
	Director-at-Large	Gertrude Broderick
	Ex-Officio	Harry Skornia
Present by invitation:		
	Associate Director	Harold Hill
Absent:		
	Director, Region 1	Arthur Hungerford
	Director, Region 2	Vernon Bronson (Ill)
	Director, Region 6	Edwin Adams (Illness in family)

1. The agenda was distributed and additions were invited. The minutes of the Columbus meeting of May 10, 1958, and the called meeting of June 25, 1958, in Chicago, were approved subject to minor revisions of the Columbus minutes by Skornia and Boyter.
2. It was the consensus of the Board that, if practicable, members of the present Board meet with newly elected members of The Board at or near the end of the NAEB convention.
3. 1959 BUDGET. President Schooley presented the proposed NAEB Budget with a recommendation for approval. Coleman moved that the budget be approved subject to necessary minor alterations. Schenkkan seconded. There was unanimous approval.
4. Radio Network Handling and Mailing Fee Proposal. This item has reference to a proposal submitted at the May 10, 1958 meeting at Columbus, Ohio which was titled "Suggestions Relative to a Possible Increase in Network Fees." This matter had been referred to an ad hoc committee for study. The ad hoc committee proposal follows:

Radio Network Handling and Mailing Fee Proposal

The special subcommittee (appointed by Burton Paulu and chaired by Jim Miles) to explore the need for, and desirability of, changes in Network fees, proposed that consideration be given to substitution of a flat handling and mailing fee for the present system under which stations are billed for postage expended by the Network in mailing tapes to the stations. Subsequently an exploratory memo, dated July 11, 1958, was sent to all stations using the Network service, seeking their reactions to a flat fee as follows: For stations using the complete Network service - Class A \$100, Class B \$50, Class C \$25; For stations subscribing to limited Network service (In-School plus one hour per week from the regular schedule) - Class A \$50, Class B \$25, Class C \$12.50. Below the results of the July 11 memo are tabulated. Numbers in parentheses indicate reaction, in this order: Favorable, Unfavorable, No Response.

Zones 0 thru 3

Full-service stations:

Class A -- 8 (3-2-3)
Class B -- 9 (1-1-7)
Class C -- 7 (1-0-6)

Limited Service stations:

Class A -- 0
Class B -- 3 (0-0-3)
Class C -- 5 (1-0-4)

Totals:

Favorable -- 6
Unfavorable -- 3
No response -- 2*

Vote by stations:#

Favorable:

WFPL (B) (\$12.94)
WKAR (A) (\$ 8.93)
WOSU (A) (\$10.66)
WSUI (A)* (\$10.67)
WTDS (C)* (\$ 6.32)
WNAS (C)@ (\$ 1.19)

Unfavorable:

WLFM (B) (\$4.00)
WOI (A) (\$10.25)
WUOM (A) (\$11.72)

Zones 4 thru 8

Full-service stations:

Class A -- 7 (3-1-3)
Class B -- 18 (8-0-10)
Class C -- 11 (2-0-9)

Limited Service stations:

Class A -- 2 (0-0-2)
Class B -- 3 (0-0-3)
Class C -- 1 (1-0-0)

Totals:

Favorable -- 14
Unfavorable -- 1
No response -- 27

Vote by stations:#

Favorable:

KFJM (B) (\$85.64)
KFKU (A) (\$49.76)
KOAC (A) (\$138.57)
KUOM (A) (\$47.68)
KUOW (B) (\$136.67)
KUSD (B) (\$74.33)
WAER (B)* (\$37.77)
WFSU (C) (\$72.39)
WKSU (C) (\$28.07)
WNAD (B) (\$73.55)
WSOU (B) (\$53.93)
WUOA (B) (\$74.37)
KOKH (B) (\$60.00)
KANW (C)@ (\$ 5.88)

Unfavorable:

WBUR (A)* (\$64.80)

Figures in parentheses indicate postage billing during last year

* Expressed reservations

@ Limited service stations

HEH:cmc
10/1/58

Schenkkan moved the adoption of the proposal to become effective as of January 1, 1959. McBride seconded and the vote was unanimous for approval.

5. Alaska. Harley moved to add Alaska to Region 6. Schenkkan seconded. Motion passed unanimously.
6. Closed - Circuit Educational Television Membership Proposal. The Board endorsed the Membership Committee proposal to give Associate Membership status to Closed-Circuit Educational Television applicants. President Schooley will ask unanimous consent from this convention to support the Board's endorsement. Otherwise, on resolution by the Board of Directors, this shall be determined by a mail vote. Schenkkan moved and McBride seconded. Passed unanimously.
7. Executive Director Harry Skornia and Hill-Elliott Bill. The Board recognizes the need for extended work on the part of Skornia on the Hill-Elliott Bill. McBride moved and Harley seconded a motion to authorize Executive Director Skornia to spend as much time as needed to work on the Committee concerned with the implementation of the bill, and to accept whatever fees may be provided, without vacation deductions. The motion was carried without opposition.
8. 1958 Convention (and VP) Report. Jack McBride made pertinent comments about the 34th Annual Convention Program of NAEB. It is evident that McBride and his committee have done a fine job.
9. Treasurer's Report. NAEB Treasurer, Robert Coleman, submitted the Annual Auditor's Report (July 1, 1957 - June 30, 1958) and a quarterly report (July 1, 1958 - September 30, 1958). Vogl moved that the report be accepted. Frederick seconded and the vote was unanimously in favor.
10. 1959 Convention Committee. President Schooley requested the Board to concur in the appointment of the 1959 Convention Committee. The Committee, as appointed by the president, includes Mrs. Kathleen Lardie, General Chairman, and Lee Dreyfus and Franklin Bouwens, Co-Chairmen. Harley moved the acceptance of the Convention Committee appointments and Vogl seconded. Motion carried without opposition.
11. National Convention Policy. Because of the many problems involved in arranging for NAEB National Conventions, it is desirable that we have a better organized method of arranging for and handling convention arrangements. Therefore, it is proposed that the NAEB Board of Directors, recognizing the many problems in planning and arranging for the NAEB National Conventions, hereby adopts the following rules and regulations for the future operations of said conventions, and acceptance of the terms of these rules and regulations by hosts of future conventions shall be a stipulation. In all matters it is assumed that the local Convention Committee and the NAEB headquarters staff will work cooperatively on all matters relating to the convention.

1. All local arrangements shall be made by the Convention Committee but such arrangements shall be subject to the approval of NAEB Headquarters.
2. Convention program arrangements shall be made by the NAEB Headquarters staff.
3. All printing and mailings shall be handled by the NAEB Headquarters staff.

This proposal was approved unanimously. Harley made the motion - Schenkan seconded.

12. Report of Secretary.

"The Secretary of the National Association of Educational Broadcasters has attended all meetings of the Association and its Board of Directors and submitted minutes thereof to the Board of Directors for approval.

On two occasions the Secretary represented NAEB upon the request of headquarters, on behalf of the President. These meetings were a workshop session at Florida State University, Tallahassee, Florida, and the Conference for World Literacy at Memphis, Tennessee.

All matters pertaining to this office are in order as of this date."

Harley moved adoption of the report with a second by Broderick. Motion carried.

13. Report of Citations Committee. The Awards and Citations Committee report recommended that citations be presented to Franklin Demham, Chief, Educational Uses of Radio - Television, of the U. S. Department of Health, Education and Welfare, Office of Education, and the firm of Cohn and Marks, legal consultants for the National Association of Educational Broadcasters, who have consistently provided a significant service to Educational Broadcasting. Coleman moved acceptance of the report and Harley seconded. The motion was carried. (In the absence of the chairman of the Awards and Citations Committee, Miss Judith Waller, Harold B. McGarty presented the citations at the annual NAEB banquet in typical McGarty style.)
14. Report on Nominations for Directors of Regions II, IV, and VI, and Member-at-Large. President Schooley reported on mail nominations of places to be filled on the Board of Directors in accordance with provisions of the Constitution and By-laws. The following were nominated in the areas concerned.

Region II

Lee Franks
Raymond Hurlbert
Keith Nighbert

Region IV

Martin Bush
John Schwarzwald
Father R. C. Williams
Edward Slack (withdrawn)

Region VI

Kenneth Greenwood
Roger Houghum
Glenn Starlin
Harold Winkler
Loren Stone (withdrawn)
Edwin Adams (withdrawn)

Director-at-Large

Mrs. Gertrude Froderick
Raymond Choydleur
Mrs. Dorothy Klock
Harry Lamb
Edward Stasheff
Jack Summerfield
Hartford Gunn (withdrawn)
James Miles (withdrawn)

Coleman moved that the report be accepted and that the election be held as prescribed and to authorize the Headquarters Staff to proceed as necessary with additional ballots in the event no candidate receives the necessary majority. Schenkkan seconded and the motion passed unanimously.

15. Foundations. President Schooley reported on discussions with The Ford Foundation and The Kellogg Foundation, indicating that no definite commitments had been made.
16. Headquarters Operation. The following resolution was presented by Schooley:

"Be it resolved by the Board of Directors that it is the intention of this Board to continue the operation of N.A.E.B. Headquarters and to retain its staff on a minimum basis, no less than that proposed in the minimal budget to the W. K. Kellogg Foundation for 1959 - 1962 until June 30, 1960. The Executive Committee of this Board is hereby given authority to approve minor adjustments within this minimal budget, and the board by this resolution pledges the income and reserves of N.A.E.B. from whatever sources, to this purpose." The motion for adoption was made by Robert Coleman and seconded by William Harley. The motion was carried.

17. Foundation Proposal. It was the consensus of the Board that a special project be initiated for a foundation proposal and that the Board be authorized to spend up to \$1,000 for this special project. Robert Schenkkan made the motion and it was seconded by William Harley. The motion was carried.

Harley left at 4:06.

18. K.N.M.E. - T.V. Membership. The application of KNME - TV, Albuquerque, New Mexico, was presented with a recommendation

for approval by Region Director Robert Schenkkan. Coleman moved it be approved and it was seconded by Richard Vogl. The motion passed unanimously.

19. Regional Meetings. As a matter of policy, Robert Coleman moved that all regional meeting programs be coordinated with N.A.E.B. Headquarters. Schenkkan seconded and the motion was passed unanimously.
 20. Dues and Memberships in Related Organizations. Schooley suggested that there may be questions regarding advisability of NAEB retaining membership in other national or international organizations. However, he suggested such memberships already approved in the budget be retained for the present year, and a review made of all such relationships at the Board meeting a year hence. Schenkkan so moved and Broderick seconded. The motion passed unanimously.
 21. Recess. At 4:45 P. M., President Schooley declared a recess until 9:00 P. M. Board to reconvene in room 617.
 22. The N.A.E.B. Board reconvened at 9:15 P. M. in room 617. No formal action was taken at this session. Leonard Marks provided interesting and helpful information about the Magnuson Bill and the National Defense Education Act of 1958. This session was devoted to questions and answers and discussion about many facets of legislation which will or might affect our activities in the future. It was the consensus that we should continue to place emphasis on the activation of new stations and the improvement of stations on the air. Other topics of discussion included the clear channel AM situation, the increase in FM activity and television channel allocations.
- The meeting adjourned at 11 P. M.

N. A. E. B. Business Meeting
Wednesday, October 17, 1956
Ballroom, Sheraton - Fontenelle Hotel
Omaha, Nebraska

1. President Schooley called the first business meeting of the 1956 NAEB Convention to order at 9:12 A. M. A roll call of stations was the first order of business.
2. Special Resolutions. At this point, President Schooley asked that we dispense with the rules to recognize Earl Wynn and Loren Stone, respectively, for the purpose of presenting the following resolutions to be communicated to Vernon Bronson and Edwin Adams respectively.

Bronson Resolution

"One of our dearly beloved friends has been desperately ill for the past several months. He has been fighting for his life as, for many years, he has fought for educational radio and television and for the N.A.E.B. - a fight that is always full of determination, imagination and devotion. We are now assured that he will be with us again to fight in his characteristic way for what he believes and loves.

"Mr. President, for his devoted service of the past and still to come and because we love and miss him and look forward to his being with us next year, I move that we give Vernon Bronson a standing ovation and direct our secretary to send him a copy of this resolution."

Adams Resolution

"The officers, members and staff of the N.A.E.B. meeting in convention in Omaha have learned with sadness of the tragedy which has struck your family.

"By resolution and by individual desire we offer you our sincere sympathy and our continued friendship."

By a standing vote the convention accorded these resolutions unanimous approval.

3. President's Report. President Schooley gave an informal report on N.A.E.B. affairs. His report included information about Foundations, a report on the Chicago Board meeting and some suggestions for consideration of restructuring N.A.E.B.

On behalf of the entire Association, he expressed appreciation for the excellent work of the Headquarters staff and the untiring efforts of the Board of Directors.

4. N.A.E.B. Minutes. Henry Chadeayne moved that a committee be appointed to read the minutes of the 1957 Convention business sessions and report to the Association at the business meeting on Thursday morning.

The following were nominated: Keith Albright, Chairman
Edward Slack
Lee Dreyfus

5. Treasurer's Report. Robert Coleman presented the report of the auditor on financial affairs for the past year. He also presented the current quarterly report on financial affairs. Clifton Schropp moved acceptance of the report with a second by James Miles. The motion was passed.
6. Report of Secretary. Haskell Boyter submitted the following report.

"The Secretary of the National Association of Educational Broadcasters has attended all meetings of the Association and its Board of Directors and submitted minutes thereof to the Board of Directors for approval.

"On two occasions the Secretary represented N.A.E.B. upon instructions from headquarters on behalf of the President. These meetings were a workshop session at Florida State University, Tallahassee, Florida, and the Conference for World Literacy at Memphis, Tennessee.

"All matters pertaining to this office are in order as of this date."

Clifton Schropp moved that the report be accepted with a second by Robert Coleman. The motion passed.

7. Amendments to the Constitution. President Schooley reported on the results of the mail vote taken on proposed amendments to the Constitution and By-Laws as follows:

TABULATION OF VOTING ON CONSTITUTIONAL AND BY-LAWS AMENDMENTS

A total of 41 ballots were cast, representing a total of 75 votes.

Item 1 - To include reference to Individual members in the Preamble to the Constitution.

75 - For

0 - Against

CARRIED

Item 2 - To eliminate existing conflict between the Constitution, which prohibits dual membership by an institution, and the By-Laws, which refer to such dual memberships. Amendment #1 would permit dual memberships; Amendment #2 would prevent them. (NOTE - on this item 15 ballots, representing 27 votes, were marked in favor of both proposals, thus invalidating the ballots).

29 - For Amend. #1

17 - For Amend. #2

2 - For no change

BOTH PROPOSALS DEFEATED since Amendment #1 (which received a majority) pertains to the Constitution and therefore requires a two-thirds vote for approval, or 32 votes.

Item 5 - To provide for a new category of membership to be known as Industrial Associate.

71 - For

4 - Against

CARRIED

Item 4A - To clarify wording to indicate that representatives of Active members may act in matters pertaining to "the business of the Association," rather than the present wording which indicates they may act in "matters pertaining to the mutual welfare of the Member and the Association."

73 - For

2 - Against

CARRIED

Item 4B - Same as 4A, except that this amendment pertains to Associates. (NOTE - On this item one ballot, representing one vote, was left blank.)

72 - For

2 - Against

CARRIED

Item 4C - Same as 4A, except that this amendment pertains to Affiliates. (NOTE - On this item one ballot, representing one vote, was left blank.)

72 - For

2 - Against

CARRIED

Item 5A - To permit any staff member of an Active or Associate member to hold office in the Association. Present wording indicates that only the duly designated representative of the member should hold office. (NOTE - On this item one ballot, representing two votes, was left blank.)

68 - For

4 - Against

CARRIED

Item 6 - To clarify the present, somewhat garbled, wording specifying the duties of the President.

75 - For

0 - Against

CARRIED

Item 7 - To provide that the Vice-President shall serve as chief administrative officer of the Association in any interim period between the time a vacancy might occur in the office of President and the time a new President is duly selected.

70 - For

5 - Against

CARRIED

Item 8 - To provide for three Vice-Presidents.

52 - For

23 - Against

CARRIED

Item 9 - To provide for a change in the method of selecting Convention sites. Amend. #1 would leave unchanged the present section (which indicates that Conventions shall be held in the Mid-West two of every three years with the Convention in the third year being held, in rotation, in the West, the East and the South) except to delete specific reference to which states comprise the Mid-West. Amend. #2 would provide for holding the Convention in the Mid-West in odd-numbered years

(without that area being specifically defined) and in rotation in the West, the East and the South in even-numbered years. Amend #3 would delete all mention of any specific method site selection. (NOTE: On this item 5 ballots (representing 8 votes) were marked in favor of more than one proposal, thus invalidating the ballots, and three ballots (representing 6 votes) were left blank.)

4 - For Amend. #1 24 - For Amend. #2 18 - For Amend. #3
15 - For leaving the present wording unchanged.

NO PROPOSAL RECEIVED A MAJORITY.

James Miles, Chairman of the Constitution Committee, presented a unanimous report of his committee asking that the Constitution and By-Laws be made compatible to provide for dual membership. Miles made the motion and it was seconded by James Morris. The motion passed.

The committee sought clarification of the rules regarding Convention time and place. Written ballots were distributed.

Convention Site Vote

Votes

<u>59</u>	We favor holding the N.A.E.B. Convention in the Midwest every other year.
<u>55</u>	We favor holding the N.A.E.B. Convention in the Midwest two out of every three years.

The Convention will be held in the Midwest every other year.

8. Report of Executive Director. Executive Director Harry Skornia gave an excellent report on the activities and achievements of the Headquarters staff. The 1957 - 58 Annual Report of the National Association of Educational Broadcasters contained a detailed account of the outstanding service our Headquarters staff performs.
9. Closed Circuit Educational Television Membership Proposal. Chairman James Miles presented the proposal which is explained in the following proposal-ballot:

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS OFFICIAL BALLOT FOR PROPOSED CONSTITUTIONAL AMENDMENT

"Explanation

At the present time there is no provision for membership for institutions operating closed circuit television (except, of course, as they might be eligible anyway through operation of a station or production center). With more than 200 of these operations in existence, it is deemed advisable to amend the Constitution to provide such membership. It is further felt that such members should be classed as

Associate members and thus given a vote in the affairs of the Association.

Present text (Article I. Section B. Paragraph 2):

'Any university, college, school or other cultural or public service agency, organization or association of recognized standing which is actively engaged in the production and broadcasting of educational, cultural and public service radio and/or television programs....may be elected to Associate membership....'

Proposed Amendment:

In the above quoted paragraph, insert the following after 'programs:'
'and/or operating closed circuit television equipment regularly for directly instructional purposes.'

After considerable discussion, the vote was taken. A tally of the votes yielded the following result - 76 For and 31 Against. The proposal was adopted.

10. Nominees For Regional Director and Director-At-Large. President Schooley announced that persons were nominated by mail for the respective positions as indicated below:

REGION II	Lee Franks Raymond Hurlbert Keith Nighbert
REGION IV	Martin Bush John Schwarzwald Father R. C. Williams Edward Slack (withdrawn)
REGION VI	Kenneth Harwood Roger Houghum Glenn Starlin Harold Winkler Loren Stone (withdrawn) Edwin Adams (withdrawn)
DIRECTOR-AT-LARGE	Gertrude Broderick Raymond Cheydleur Dorothy Klock Harry Lamb Edward Stasheff Jack Summerfield Hartford Gunn (withdrawn) James Miles (withdrawn)

11. Resolutions Committee. President Schooley appointed the following gentlemen to the Resolutions Committee with the request that they prepare and present to the Convention on Thursday morning appropriate

resolutions:

Keith Engar, Chairman
Roy Barthold
Clifton Schropp
James Robertson
John Meier

12. Convention Site Committee. The persons whose names appear below were appointed by President Schooley to determine the convention site for 1960.

Burt Harrison, Chairman
Hugh Mix
Elizabeth Marshall
John Winnie
Kendall Crane
Roy Flynn

13. Report of the Nominating Committee. The nominating committee, composed of

Graydon Ausmus, Chairman
Earl Wynn
Henry Chadeayne
Dorothy Klock
William Harley
Edwin Adams
Ned Rosenheim

presented the
following nominations:

President - William Harley
First Vice - President - Jack McBride
Second Vice - President - Robert Schenkkan
Third Vice - President - Graydon Ausmus
Secretary - Keith Engar
Treasurer - Robert Coleman

The voting to take place at the Thursday morning business session. The report was accepted upon motion of Graydon Ausmus and seconded by Kendall Crane. The motion passed.

The Wednesday morning business session was recessed at 11:55 to reconvene at 9:00 A. M. on Thursday morning.

The N.A.E.B. Convention reconvened at 9:45 A. M. on Thursday, October 16, 1958, for its second business session. President Schooley read a cablegram from former president Barton Paulu - "Best wishes for a good Convention."

The bulk of the morning session business included reports of the various standing committees. Copies of the several committee reports have been duplicated and are available in written form.

1. Awards and Citations Report. To be made at the banquet.
2. Constitution Committee. The work of this committee should be continued for a rather extensive rewriting to bring the provisions of the constitution up to date.
3. Engineering Committee
4. Foundations and Finance Committee
5. Professional Advancement Committee
6. Radio Network Committee
7. In-School Committee

At this point the Omaha Radio and TV Council graciously served coffee to all present. Quite enjoyable.

8. Closed-Circuit Television Committee
9. Utilization Committee
10. TV Management Committee

John Young, E.T.R.C. area representative, made a short report on a new radio series, "Education In The Twentieth Century" which is now being prepared by Robert Lewis Shayan and will be available through the NAEB Network.

14. Minutes Committee Report. Keith Nighbert, chairman of the Minutes Committee reported that the minutes of the 1957 Convention are in order. Vogl moved acceptance of the report and Kendall Crane seconded. The motion passed.
15. Convention Site Committee Report. Burt Harrison, chairman of this committee yielded to James Day of KQED, San Francisco, California, who extended a warm and cordial invitation for N.A.E.B. to meet in San Francisco in October, 1960. The invitation was reinforced by appropriate documentation from the Mayor and Chamber of Commerce of San Francisco. James Miles moved that the committee report be accepted and moved that N.A.E.B. accept the invitation to meet in San Francisco in 1960. James Morris seconded and the motion was carried.
16. Resolutions Committee Report. Keith Engar, chairman of this committee presented the report of this committee, which is appended. Engar moved its acceptance and James Miles seconded. The motion passed.
17. Election of Officers. The report of the nominating committee was read again and an opportunity for nominations from the floor was given. Garnett Garrison moved that the committee be thanked for their selection of nominees - seconded by Keith Nighbert. Passed.

Lee Dreyfus moved that the nominations be closed and that the slate be elected as presented. Richard Rider seconded and the motion was carried.

18. Adjournment. President Schooley declared the 1958 business session adjourned at 11:42 A. M.

Haskell Boyter
Secretary

REPORT OF THE RESOLUTIONS COMMITTEE
34th ANNUAL CONVENTION OF THE
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
THURSDAY, OCTOBER 16, 1958

- (1) WHEREAS, the 1958 NABE Convention has proved to be one of the Association's best managed, and worthwhile meetings and has successfully combined conscientious examination of our major problems with thorough enjoyment of the fellowship phases of our fraternity,

BE IT RESOLVED that the National Association of Educational Broadcasters expresses its sincere appreciation to all those persons who have contributed to the success of this convention, but especially:

To General Chairman Jack McBride for his unfailing efficiency and consistent good nature;

To the Co-Chairman, the Rev. R. C. Williams, S. J. of Creighton University and Dr. Aldrich Paul of the University of Omaha, and to the other persons from these institutions and from KUON-TV and the University of Nebraska for their thoughtful co-operation;

To the many other educators, business men, and citizens of Omaha and Lincoln who have graciously and efficiently provided for our needs and pleasures during our visit.

- (2) WHEREAS, the Strategic Air Command Headquarters offered NABE the privilege of touring facilities at Offut Air Force Base, BE IT RESOLVED that the Association express its appreciation to General Thomas E. Power and his staff for the splendid hospitality extended our members.

- (3) WHEREAS, the Commercial broadcasters of the Omaha area, including the Cornhuskers and Omaha Chapters, American Women in Radio & Television, and the Omaha Radio - TV Council, have made a generous contribution to our convention through their hospitality and participation in the program,

BE IT RESOLVED that the NAEB express its sincere thanks to these organizations.

- (4) WHEREAS, the Hon. John S. Cross of the Federal Communications Commission has accepted our invitation to speak at the convention banquet,

BE IT RESOLVED that the Association express its appreciation to Commissioner Cross for so honoring our meeting.

- (5) WHEREAS, Dr. Roy M. Hall of the U. S. Office of Education honored us with an address to the Convention,

BE IT RESOLVED that the Association express its appreciation to Dr. Hall for his participation in our program.

- (6) WHEREAS, the Convention was honored by the presence of Mr. Marle S. Jones, President of CBS television stations,

BE IT RESOLVED that the Association express its appreciation to Mr. Jones for his participation in our program.

- (7) WHEREAS, this convention has benefited in many ways from the efforts of our colleagues from the Educational Television and Radio Center, and from the Joint Council on Educational Television,

BE IT RESOLVED that the Association express its sincere appreciation for the spirit of cooperation among the national organizations in the field.

- (8) WHEREAS, recurring Presidents are perhaps a common occurrence in many organizations, but a sporadically recurring President is a particular NAEB phenomenon,
- BE IT RESOLVED that the Association rejoice in its good fortune in having had such a phenomenon, namely Frank Schooley, with a will strong enough to enable him to sporad all over the interim.
- (9) WHEREAS, Radio Free Europe has supported the efforts of captive nations to gain freedom through peaceful means by providing information and news otherwise denied them and needed now more than ever, therefore
- BE IT RESOLVED that the National Association of Educational Broadcasters hereby endorses the Crusade for Freedom in support of Radio Free Europe.

Unanimously approved by the entire NAEB Convention. NAEB business session, October 16, 1958.

Haskell Boyter
Secretary

C O P Y

October 23, 1958

Dr. Maurice F. Seay, Director
Division of Education
W. K. Kellogg Foundation
250 Champion Street
Battle Creek, Michigan

Dear Maurice:

The National Association of Educational Broadcasters herewith respectfully requests permission to use funds in the amount of \$8,249.00 from the current W. K. Kellogg Foundation Grant to permit continued operation of the NAEB Headquarters for the interim period, July 1, 1959 to August 31, 1959. This, in essence, would extend the fiscal year of the current W. K. Kellogg Foundation Grant to the NAEB from 12 to 14 months.

The three-year grant, made February 23, 1956, to cover the period July 1, 1956 to June 30, 1959, was in the amount of \$141,000. Of this amount the Foundation has actually issued checks in the amount of \$136,851, as follows:

For 1956-1957	\$46,221.00
For 1957-1958	44,686.00
For 1958-1959	45,944.00
Total	<u>\$136,851.00</u>

This leaves an untransmitted balance of \$4,149. In addition, \$4,100 of the 1958-1959 grant, already transmitted to the NAEB, is uncommitted and held as a contingency item, in accordance with instructions contained in your letter to us of September 30, 1958. These two sums together represent the balance, remaining from the original grant of \$141,000, of \$8,249.00.

At the present time the Association plans to change its fiscal year to the period September 1 to August 31, and a request is being submitted to the Foundation for a new grant beginning September 1, 1959 on this new fiscal year basis. The request represented by this letter is designed to provide operating funds for the period between July 1, 1959 and August 31, 1959.

In preparing the budget (herewith attached) for the two-month period, "fixed" items, such as salaries, mailing expenses, office supplies, etc., were calculated at one-sixth the current 1958-1959 budget. Certain items, such as

Dr. Maurice F. Seay

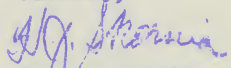
October 23, 1958

equipment, research, regional meetings and executive committee meetings, have been eliminated. However, it is felt that an effort should be made to hold a national seminar, to carry on the professional advancement activities of the Association, in the summer of 1959. Although the amount actually budgeted for the Seminar in the attached budget (\$1,642) is realistically too small, it is anticipated that, with certain other economies, a small sum may be saved from other items in this year's budget which could be used to supplement the \$1,642.00 earmarked from the \$8,249 involved for such a seminar. It is hereby requested that the Foundation permit the Association to use any balance remaining from the current 1958-1959 budget as of June 30, 1959, to enable the Association to conduct a seminar of the type held in the last few years, within the limits of available funds. This would involve no additional commitment of funds beyond those authorized in the three year grant of \$141,000.00.

In summary, then, the Association requests permission from the Foundation to use the \$8,249 uncommitted balance from the original three-year grant of \$141,000, plus any balance remaining from the 1958-1959 operational budget to carry on the Headquarters operation during the period, July 1, 1959-August 31, 1959, and to conduct one seminar from any available balance which may remain.

We should be most grateful for the Foundation's consideration of this request, and shall be glad to provide any additional explanation which may be needed.

Sincerely,



Harry J. Skornia
Executive Director

HJS:cmc

CC: F. E. Schooley
Richard Hall

Copy

October 23, 1958

Dr. Maurice F. Seay, Director
Division of Education
W. K. Kellogg Foundation
250 Champion Street
Battle Creek, Michigan

Dear Maurice:

In today's mail to you we are sending the following items:

- 1) A letter requesting permission to use \$8,249.00, balance remaining from the current \$141,000 grant, during July and August, 1959.
- 2) A request to the W. K. Kellogg Foundation, on an alternative basis (Request #1 being a minimal survival budget; Request #2 being the same plus a request for some additional funds, as discussed with you and Dr. Morris September 24) for the three year period September 1, 1959 to August 31, 1962, preceded by a general orientation and progress statement.
- 3) A listing of NAEB Seminars and Workshops held during the past nine years, as illustration of our professional development approach and activities.

It is our understanding that the special Professional Development Project Proposal which we discussed with you orally, September 24 is to be submitted to you by February 1, 1959, as a separate presentation. If there is any change in date, or procedure, since our discussion we shall try to make any changes or adjustments which may be necessary.

On behalf of the officers, the Board and the membership of the NAEB, I wish to express our sincere thanks for the opportunity to submit these proposals for your consideration.

Sincerely,

Harry J. Skornia
Executive Director

HJS:cmc

CC: F. E. Schooley
Richard Hull

Supplementary Budget Request for the Period July 1, 1959 - August 31, 1959

Summary (Detail below)

Salaries and Wages	\$5,179.00
Seminars and Travel	2,242.00
Supplies and Expenses	435.00
Administrative Expense	393.00
TOTAL	<u>\$8,249.00</u>

Salaries and Wages

Executive Director	\$2,000.00
Associate Director	1,534.00
Secretary	700.00
Clerk-Steno	490.00
Retirement (8.133% of salaries)	384.00
Workmen's Compensation (1.5% of salaries)	71.00
TOTAL	<u>\$5,179.00</u>

Seminars and Travel

Travel, Officer and Staff	\$ 600.00
Seminar	1,642.00
TOTAL	<u>\$2,242.00</u>

Supplies and Expenses

Mailing, Express, Freight	\$ 200.00
Office Supplies and Expenses	185.00
Telephone and Telegraph	50.00
TOTAL	<u>\$ 435.00</u>

Income

The income of \$8,249 is the amount herewith requested from the W. K. Kellogg Foundation. This is the balance remaining from the \$141,000 originally granted to cover the three-year period, July 1, 1956 - June 30, 1959. Grants have been made each of the three years, as follows:

1956-1957	\$46,221.00	
1957-1958	44,686.00	
1958-1959	41,844.00	(1)
TOTAL	<u>\$132,751.00</u>	

(1) The actual amount received this fiscal year was \$45,944. However \$4,100 of this is being held as a contingency item, in accordance with the Foundation's letter to us of September 30, 1958. This amount is included in the total remaining balance of \$8,249.

REQUEST #1
MINIMUM BUDGET

Proposed Annual Budget for NAEB Headquarters, 1959-1962

Summary (headings as in current budget)

	Proposed	Current
Salaries & Wages	\$30,800.00	\$32,019.00
Seminars, Travel & Research	3,500.00	10,000.00
Supplies & Expenses	3,000.00	5,550.00
Administrative Expense (5% to University of Illinois)	1,865.00	2,379.00
Totals	\$39,165.00	\$49,848.00

Salaries & Wages

Executive Director	\$12,000.00	\$12,000.00
Associate Director	9,200.00	9,200.00
Secretary	3,900.00	4,200.00
Clark-Steno	3,000.00	2,880.00
Labor, misc.	—	1,000.00
Retirement	2,280.00	2,300.00
Workmen's Compensation	420.00	439.00
Totals	\$30,800.00	\$32,019.00

Seminars, Travel, Research

Seminars	\$ —	\$ —
Regional Meetings	—	1,500.00
Executive Committee & Directors' Meetings	750.00	1,300.00
Officer (and staff) travel	2,000.00	3,500.00
NAEB Committees	750.00	1,500.00
Research	—	2,000.00
Totals	\$ 3,500.00	\$10,000.00

Supplies & Expenses

Mailing, Express and Freight	\$ 1,000.00	\$ 1,200.00
Office Supplies & Expenses	800.00	1,000.00
Periodicals, Books, etc.	200.00	500.00
Telephone & Telegraph	400.00	500.00
Equipment (including parts replacement and repairs)	100.00	350.00
Publications & Reports	500.00	2,000.00
Totals	\$ 3,000.00	\$ 5,550.00

Proposed Budget (three-year basis)

	1959-60	1960-61	1961-62
W. K. Kellogg Foundation	\$30,000.00	\$20,000.00	\$10,000.00
Other Income (1)	9,165.00	12,165.00	29,165.00
Totals	\$39,165.00	\$39,165.00	\$39,165.00

(1) This item includes, among other things, a five percent administrative charge against the NAEB Network (now self-supporting) for services provided to the Network by the Headquarters staff. Such a charge has not previously been made, but it is felt warranted in view of the amount of attention and time devoted by Headquarters staff to Network matters. (The annual Network budget is \$35,000, making this annual charge \$1,750.). In addition "Other Income" includes receipts from such sources as: NAEB Membership dues, sale of publications, profits from profit-making seminars, reimbursable services to non-members, etc. 1958 is the first year of operation under an increased dues structure and at this time it seems logical to assume that income from dues (in excess

Request #1, Minimum Budget

of publication costs, legal expenses and other routine administrative expenses not supported by the Headquarters budget) will be such as to provide a few thousand dollars each year for Headquarters support. In addition, there is a slow but steady trend toward increasing membership, especially in the Individual Membership category, and this amount is expected to increase somewhat in the next two or three years. The "experiment" this year of holding a "profit-making" seminar would seem to give promise that this sort of activity, if properly developed, could result in some modest increase of income in future years. Such income is counted on for the "other income" section of this budget.

REQUEST #2

These items marked with an asterisk in the budget below are for additional services not included in Request #1. These are listed in the following priority order (designated in parentheses): Seminars and Workshops, Materials Distribution and International Relations. The two figures given for these items represent a range between minimum and desirable bases of support. For example, if \$6,000 were granted per year, one major seminar could be held; for \$18,000, three could be held.

Proposed Annual Budget

<u>Summary</u>	<u>Minimum</u>	<u>Optimum</u>
Operational Salaries and Wages	\$30,800.00	\$30,800.00
Travel and NAEB Meetings	3,500.00	3,500.00
Supplies & Expenses (Headquarters operation)	3,000.00	3,000.00
Seminars & Workshops * (1)	6,000.00	18,000.00
Materials Distribution * (2)	10,000.00	15,000.00
International Relations * (3)	5,000.00	10,000.00
Administrative Expense (5% to U. of Ill.)	2,915.00	4,015.00
Totals	\$61,215.00	\$84,315.00

Operational Salaries & Wages

Executive Director	\$12,000.00	\$12,000.00
Associate Director	9,200.00	9,200.00
Secretary	3,900.00	3,900.00
Clerk-Steno	3,000.00	3,000.00
Retirement	2,280.00	2,280.00
Workmen's Compensation	420.00	420.00
Totals	\$30,800.00	\$30,800.00

Travel & NAEB Meetings

Executive Committee & Directors' Meetings	\$ 750.00	\$ 750.00
Officer & Staff Travel	2,000.00	2,000.00
NAEB Committees	750.00	750.00
Totals	\$ 3,500.00	\$ 3,500.00

Supplies & Expenses (Headquarters Operation)

Mailing, Express, Freight	\$ 1,000.00	\$ 1,000.00
Office Supplies & Expenses	800.00	800.00
Periodicals, Books, etc.	200.00	200.00
Telephone & Telegraph	400.00	400.00
Equipment (including replacement parts and repairs)	100.00	100.00
Publications and Reports	500.00	500.00
Totals	\$ 3,000.00	\$ 3,000.00

Seminars & Workshops (1)

1 - 3 Seminars and/or Workshops @ \$6,000	\$ 6,000.00	\$18,000.00
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Materials Distribution (2)

Editor-Coordinator	\$ 7,200.00	\$ 7,200.00
Retirement & Workmen's Compensation	694.00	694.00
Collection, Publication & Distribution of Materials	2,106.00	7,106.00
Totals	\$10,000.00	\$15,000.00

Request #2

<u>International Relations (3)</u>	<u>Minimum</u>	<u>Optimum</u>
Travel to International Conferences; Dues to European Broadcasting Union, Prix Italia, International University of the Air; Program Exchange Development	\$ 5,000.00	\$10,000.00

Explanation

This budget, like Request #1, is submitted on a three-year basis.

The range given for the three additional activities which would be possible under Request #2 suggests possible support by the Foundation on a minimum basis, an optimum basis, or some figure between the two. Some of these projects might conceivably be supported on a maximum basis the first year, an intermediate basis the second year, and a minimum basis the third year, for example. The priority designation is given at the Foundation's request, in case not all of the three items included in Budget #2 (but not in Budget #1) can be supported.

No specific single figure is given for the amount requested in Request #2 because the grant, if forthcoming, will depend on how much the Foundation elects to grant for those activities for which a range is given. If Request #2 is considered favorably, the annual grant might be for any amount between the minimum budget in Request #1 and the optimum budget indicated in Request #2. It is possible that the Foundation might wish to discuss still other alternatives with NAEB representatives. In any event, if a three-year grant is deemed desirable, the actual amounts for the second and third years will be \$10,000 and \$20,000 less, respectively, than that requested for the first year, due to the increasing sums anticipated from the NAEB's own activities and materials as indicated at the end of the budget shown in Request #1.

Request #2

With reference to each of the three items included in Request #2, but not in Request #1, the following additional explanations are given.

(1) Seminars and Workshops: For the past several years the NAEB has utilized funds from both the W. K. Kellogg Foundation and the Ford Foundation (or Funds established thereby) to conduct various seminars and workshops designed to increase the professional proficiency of staff members of educational television and radio stations. These activities have been especially important in view of the increasing number of educational stations and the shortage of adequately trained personnel to operate these facilities. These seminars and workshops have helped create a small "core" of well-qualified educational broadcasters scattered through the educational stations. However, the number of properly trained persons is still very small in terms of the need, and there is still much to do before an adequate supply of professionally trained broadcasters is available for the task we are being called upon to perform.

One of the difficulties in securing financing for meeting this problem is that in the area of greatest need for training, i.e., the proper training of teachers using television and the great number of educators involved in closed-circuit TV, we find that those needing the training are least able financially to finance that training for themselves.

The sum herein requested will enable the NAEB to continue these vitally needed seminars. The precise types of seminars or workshops to be run will be decided only after a conscientious investigation of the most pressing needs for each year.

The fact that the NAEB is requesting these funds should not be taken as an indication that the Association will not attempt to hold other self-supporting seminars, wherever and whenever possible. Experience with the NAEB - Purdue University Conference on Televised Instruction during the past summer leads us to believe that such meetings

-4-

Request #2

can be held for certain types of broadcasting personnel, particularly on a regional or local basis, where travel and other costs can be kept to a minimum, and registration fees can be kept to a level which registrants can afford. Such self-supporting meetings will continue to be held whenever possible.

(2) Materials Distribution: One of the greatest handicaps facing educational broadcasting today is the "unawareness" on the part of leading educators of the important role that television and radio can and must play in education. This is largely due to the fact that information about studies completed or in progress, and articles and digests of projects illustrating the use of these media, are not widely enough distributed to the proper people, nor distributed in understandable form.

The increased activity expected to result from the National Defense Education Act is likely to increase still further the volume of materials and studies available. This will increase the need for sifting, interpretation and distribution of the implications of such studies, in terms which busy administrators, as well as our other members, who can not cope with the increasing volume or specialized terminology of the study reports themselves, will find meaningful and useful.

The present NAEB publications: the Journal and the Newsletter, are already available as vehicles for this distribution. However additional editorial assistance, as well as distribution funds, will be necessary to meet this increasing demand. Due to a shortage of funds at present the Newsletter is edited by the individual who also serves as NAEB Network Traffic Manager and NAEB Placement Officer, while the Journal is edited on a part-time basis by an employee of one of the local radio stations.

This request, therefore, includes funds to provide for a full-time individual, with both research and editorial qualifications, who would devote his energies and time primarily to a careful perusal of the research and other studies going on in the field, and seeing to it that the results of all principal developments are distributed to the proper people in readily available and understandable form. Digests of significant

Request #2

research would be published increasingly as an expansion of the present NAEB Research Fact Sheet Service. Free subscriptions to the Journal and Newsletter would be provided selectively, at first, to leading educators and other opinion leaders. The membership of the NAEB would be greatly expanded by this increased service, and a general clearing house for the distribution of essential materials and information would be established.

An important result expected from this project is the stimulus it would give to efforts of the NAEB to become more and more self-supporting. One of the most likely sources of annual revenue is the sale of our periodicals and other publications. This grant would permit the up-grading of present publications, to a point where the demand for them should increase significantly. The income from such publication and distribution efforts must become an increasingly important factor in the NAEB's budget.

(3) International Relations: The NAEB has been very active in the field of international exchange of broadcasting personnel, information and programs, and it is felt that its activity in this area must be increased in view of the growing need for international understanding, and the increased requests for assistance from U. S. government agencies as well as foreign broadcasters directly. The activities so far engaged in have not begun to meet the need adequately. They have only been possible through the generosity of foreign broadcasting systems (many of whom proudly display NAEB citations in their European offices) and the availability for several years of Fulbright Scholars, representing educational broadcasting, who were able to represent the NAEB at important international broadcasting meetings. Although the NAEB holds memberships in the European Broadcasting Union, the International University of the Air, and Prix Italia, active participation of the type requested, or representation by the specialists who would show the U. S. up to the best advantage, has been impossible due to the lack of funds.

Request #2

United States entries in the Prix Italia (probably the most important international broadcasting competition) must be processed through the NAEB, the official representative to the Prix Italia from this country. Lack of sufficient funds for translation, attractive presentations, and other necessary steps has resulted in relatively insignificant entries which have sometimes done a disservice not only to the NAEB but to broadcasting in the United States, as a whole.

The same is true of representation at important international conferences held by the European Broadcasting Union, where qualified representation by the United States is not only desirable but has been repeatedly and urgently requested. Lack of funds has made sending a delegate impossible. Many nations exchange programs, through the International University of the Air, in many languages. In this case too, lack of funds has made contributions by the NAEB impossible.

Although many foreign broadcasters come to this country each year, seeking to learn more about broadcasting in the United States, they are frequently handicapped by a lack of travel funds. The NAEB would like to be in a position to make certain small side trips to certain educational stations possible for these distinguished foreign visitors, and have at least modest funds available to assist them when necessary with some of the minor amenities which such distinguished guests deserve. No exact breakdown of this request is given at this time. However, if the W. K. Kellogg Foundation believes it might consider providing some assistance in this area, as detailed a budget as possible will be gladly prepared for prior approval.

HEH/HJS/sfo
October 23, 1958

REQUEST TO

THE W. K. KELLOGG FOUNDATION

FROM

THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

General Background

On May 23, 1951, in response to a Request presented by the National Association of Educational Broadcasters, the W. K. Kellogg Foundation approved a five year grant to the NAEB of \$245,350.00. This sum was to be used for the establishment of a permanent staff and national office for the NAEB; and for the establishment of a national educational radio network, distributing recorded programs on tape.

This original grant was supplemented on February 4, 1954 by an additional grant of \$32,000.00, and on January 24, 1955 by a grant of \$8,743.00, bringing the total, for the five year period ending June 30, 1956, to \$286,093.00.

Although the NAEB had existed on a loosely organized basis since 1925, the story of educational broadcasting as a purposeful, organized movement dates from that initial W. K. Kellogg Foundation grant.

Within a five-year period of that first grant, the NAEB Radio Network became self-supporting, with income from 79 subscribing member stations having risen to some \$35,000.00 per year.

With the national headquarters, organizational structure, and business-like operation which this grant made possible, the NAEB was also able to secure and administer special projects grants from various other foundations during this period. These grants were reported in detail in the NAEB Annual Report for the period of July 1, 1956 to June 30, 1957, and transmitted to the W. K. Kellogg Foundation June 6, 1957.

It was also during this period that the NAEB, thanks once again to the unified organizational structure made possible by a national headquarters, and by a strong regional organization (on the basis of which Regional Directors, serving on the NAEB Board of Directors, are elected from the six NAEB Regions into which the U.S. is divided), was able to assume national leadership in

attempting to have television frequencies reserved specifically for educational stations, as a step towards the establishment of a national educational service for the U.S. in both radio and television, and a pattern of broadcasting which has since had significant influence on the broadcasting systems of many other nations of the world. The International University of the Air and numerous similar organizations have attributed their genesis to the example provided by the NAEB.

Other Organizations:

For the realization of the special ad hoc type tasks and organizations needed at given times, the NAEB has not hesitated to take the lead in recommending the creation of other groups. The Joint Council for Educational Television, now operating on a terminal grant from the Ford Foundation, was created in 1951 largely through NAEB efforts, with NAEB ex-president Richard B. Hull as its first Executive Director. This organization took over the task of organizing education's campaign, which was successful in 1953, to secure reserved channels for educational television, supplementing those earlier reserved for educational FM radio stations. Its present efforts are largely devoted to protecting these TV frequencies, and urging educational institutions to use them.

Also in 1953, the NAEB recommended the creation of a distribution center for educational television programs. The Educational Television and Radio Center, like the JCET, would undoubtedly not have been created, without the mobilizing and visionary leadership of the NAEB, and the first W. K. Kellogg Foundation grant. The NAEB works closely with the ETIC in the many common problems involved in ETV station operation and programming.

It should be recognized that both of the above organizations were set up to carry out specifically limited functions, as stated above. The NAEB

still remained, and remains, the only membership-based association in educational broadcasting with all the other functions and responsibilities which this implies. These functions have been outlined in some detail in previous reports to the Foundation, particularly those of June 6, 1957 and June 26, 1958.

Self-Support Efforts

One of the objectives of the NAEB, and of W. K. Kellogg Foundation grants, has been to secure for the Association a permanent basis of self-support. This objective, for the Association as a whole, has been far more difficult to achieve than that of the network. Although progress has been steady, it has been slower and more gradual than was anticipated. This progress has been delayed by several factors, as outlined in the Report of the NAEB Permanent Financing Committee, forwarded to the Foundation June 6, 1958. It was delayed in part by the abundance of free materials and services provided by numerous other fund-supported projects and organizations, which has made it difficult, during the life of those projects, for the NAEB to charge for such services and materials. It has also been rendered slower than we would have wished by the overall economic pressures on educational budgets in the U.S. generally; each increase in dues or network fees by the NAEB has been followed by a considerable number of drop-outs. Consequently, the pace of progress towards self-support has been tempered by the application of the law of diminishing returns.

It is possible that, if the NAEB had been satisfied to be an association of the few relatively strong institutions which could pay greatly increased fees, it could now be self-supporting. But it would not be a truly national association, with representation from the public schools as well as colleges and universities, radio as well as television, and in-school as well as general adult education offerings and services. Nor would its programs and objectives

be as distinctly non-commercial as they are now. The strong educational orientation, grass-roots basis and broad membership loyalties which the NAEB enjoys and seeks to develop, would not be possible.

The slow progress towards self-support, in summary, is due largely to unwillingness to compromise with genuinely educational objectives, or to desert the temporarily weaker stations in the national movement, since they represent by far the most numerous links in the educational chain we seek to create.

Recognizing the special problems of the NAEB in its efforts to achieve self-support, without abandoning its position as a keystone in a phase of American education which had no other organizational structure, and recognizing also the sincerity of its efforts, the Foundation, on February 23, 1956, approved a grant of \$141,000 for the three year period from July 1, 1956 to June 30, 1959.

During the period of this present grant the NAEB has intensified its efforts to achieve self-support. The base of membership was broadened by the NAEB'S taking over, in 1957, the Association for Education by Radio and Television (AERT), an association principally of teachers and other educators, active in educational broadcasting. Recognizing the need for the development of valid educational standards and the maximum possible upgrading and training of all persons engaged in educational broadcasting, the NAEB, during this period (1956-1958), conducted 12 national seminars and workshops. These are included in the attached list of workshops and seminars conducted by the NAEB since 1949. (The first two of those listed were conducted essentially for the NAEB by the University of Illinois, and were the meetings which led to the first NAEB request to the W. K. Kellogg Foundation).

During the past year, in its search for self-supporting projects, or projects which might result in increased income to the NAEB, a workshop in

television instruction problems was conducted at Purdue University during the late summer of 1958. Although this first effort in the operation of self-financing workshops resulted in probably less than \$200.00 excess of income over expenses, this type of workshop will be continued in the future, in the hope of expanding this type of income-producing project. Unfortunately, in this area too, the greatest need exists among teachers who use television, often in closed-circuit installations, and it is precisely these individuals who are usually unable to secure from their institutions the payment of expenses to attend such seminars. With selective effort, however, and the hope that this practice by school administrations may gradually be changed, we intend to extract from this type of project the maximum possible income consistent with sound educational practice, and the need to secure genuinely excellent consultants of the type needed, if this area of need is to be served in the manner it deserves.

Other Training and Professional Efforts:

In addition to the twenty-four seminars and workshops (attended by some 700 members of the staffs of educational stations, brought together with over 100 consultants from the fields of education, social science, psychology, medicine and other disciplines), conducted by the NAEB itself, the NAEB has also carried out, during the last six years, a program of grants-in-aid to member institutions, to assist them in developing strong local roots for the national movement. These have included:

- 1) Some 50 grants-in-aid for the production of distinctive radio and television programs, helping them to establish staffs and standards of production which contribute prestige and quality to educational offerings nationally.

- 6 -
- 2) Approximately 30 workshop grants-in-aid to assist educational institutions to develop and upgrade courses and summer session workshops given for educational broadcasters. The intent of this program has been to help educational institutions to develop, and take over from the NAEB, on a permanent basis, the carrying out of this essential training function. We are still working towards the creation of such courses in colleges, universities, and teachers colleges, with some modest success.
 - 3) Research grants-in-aid, intended to assist principally young graduate students, and member stations, to develop otherwise neglected areas of research, as needed to provide guidance for the development of educational content and technique in educational broadcasting generally.

In addition to these grants-in-aid, the NAEB has been able, during this period, to secure funds for the awarding of scholarships, at the graduate level, for advanced study (in the social sciences, psychology, education etc. as well as in broadcasting as such) for members of NAEB station staffs, principally in educational television.

New Problems:

In each case, the developments which the NAEB has encountered have been slightly different from those anticipated. A few years ago the NAEB expected to be able to concentrate its efforts and services on a relatively small number of stations and institutions.

During the last two years, however, due to the enrollment increase, and recent dramatic challenges to U.S. education, closed circuit television has grown more rapidly than any of us expected. We have therefore encountered a demand we never anticipated for training assistance and materials from those

responsible for, or engaged in, direct teaching in the nearly 200 closed circuit television installations in schools throughout the U.S. Having no association of their own to turn to, these several thousand educators turned to the NAEB. Because we believed that educational standards should remain indivisible, and because we believed that their need was genuine, we wished to be responsive to it.

At the annual NAEB Convention, in October of 1950, the membership approved revision of the NAEB Constitution to make associate membership status available to closed-circuit television installations of bona fide educational nature.

Although this considerably dislocates, once again, the balance between income and expense (since income generally follows service rather than the reverse), and temporarily retards progress towards self-support, we believe that in the long run both American education and NAEB interests will be served by the common efforts which this pooling of resources will make possible.

It is in this rapidly expanding area that the greatest pressure is now being exerted on the NAEB for guidance, assistance and leadership. We have a considerable reserve of experience and knowledge which we shall distribute to our utmost. However, if emerging principles are to be valid, our efforts must continue to involve, as consultants, and contributors, educationally responsible individuals, from whatever source: curriculum specialists, teacher-training supervisors, psychologists, social scientists, research scholars, administrators, and others. Only if the services, seminars and materials we offer are of uncompromising integrity and quality, hammered out on educationally valid and objective bases, can the instruments in whose use we are specialists, be considered to be responsibly used to help American education meet its needs in a manner which will command respect and pride.

Request:

It is with the needs, outlined above, in mind, that the NAEB respectfully requests consideration of the following alternative proposals.

Request No. 1 is the minimal request discussed with you September 24, 1958. In this budget it will be noted that all funds for seminars, regional meetings and research, as well as labor, have been deleted to bring it into line with minimum association survival needs.

Request No. 2 is the same request, to which we have added, in priority order, three additional items, providing funds to enable the NAEB to continue modest but desirable programs of Seminars and Workshops, Materials Distribution (publication and distribution of research and other studies and materials needed by members and prospective members in educational uses of radio and television), and International Relations.

For both alternatives, the grant period for which the request is presented is a three-year period beginning September 1, 1959 and ending August 31, 1962. We are most grateful for the opportunity to present this request, and will be grateful for whatever consideration the Foundation may be able to give it. If additional data or discussions are needed, we stand ready to provide them at any time.

H. J. Skornia
October 23, 1958

NATIONAL BROADCASTING CORPORATION OF EDUCATIONAL BROADCASTERS

Statement of Income and fund equities, October 1, 1958 to December 31, 1958.

GENERAL FUNDS						
	Balance Oct. 1, 58	Receipts	Transfers In	Expense	Transfers Out	Balance Dec. 31, 58
General Administration	12,039.27	325.47	16,111.65	851.37		27,625.02
Albums	6,122.80	1,257.99		-0-		7,380.79
Newsletter	(431.98)	45.75		439.20		(825.43)
Journal	71.93	281.60		908.54		(555.01)
Individual Memberships	150.00	233.50		107.50		276.00
Membership Dues	13,345.00	1,278.00		28.00	14,595.00	
Promotion	466.38			92.35		367.03
Fund Workshop	(1,123.08)	1,650.00		209.63		
Washington Conference	1,199.36				317.29	
1958 Convention	(328.22)				1,199.36	
Miscellaneous	4.00			330.40		(658.62)
TOTAL	31,515.46	5,072.31	16,111.65	2,973.99	16,111.65	33,613.78
FUND EQUITIES						
Consultation (F)	6,289.05			986.40		5,302.65
Current Opportunities(ETRC)	195.80	1,695.58		950.00		5,941.38
Engineering Services (F)	3,353.33	400.00		5,216.55		(1,463.22)
Grant-in-aid, Program (ETRC)	3,399.62					3,399.62
Grant-in-aid, Workshop (F)	2,383.00			2.90		2,380.10
Management Consultant(F)	3,091.40					3,091.40
Placement Services (F)	1,245.45			1,213.32		32.13
Scholarships-Fellowships (F)	4,250.86			404.00		3,846.86
Workshops-Seminars (F)	(735.89)					(1,972.14)
Childrens Programs				100.00		
Utilization				245.09		
ETV Management Sem.				891.16		
TOTAL	23,472.62	2,095.58		10,009.42		15,558.78
Total Funds,Equities	54,988.08	7,167.89	16,111.65	12,983.41	16,111.65	49,172.56
Taxes Payable						258.51
						49,431.07

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
HEADQUARTERS ACCOUNT 1958-59
FINANCIAL STATEMENT

(For the period October 1, 1958 to December 31, 1958)

Balance from last report (September 30, 1958)	\$43,430.36
Expenditures this period (per attached report)	<u>10,944.72</u>
Balance (Cash on hand)	\$32,485.64

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
HEADQUARTERS ACCOUNT 1958-59
REPORT OF EXPENDITURES

(For the period October 1, 1958 to December 31, 1958)

SUMMARY

	<u>Budget</u>	<u>Expended This Period</u>	<u>Cumulative Exp. Since 7/1/58</u>	<u>Balance</u>
Salaries and Wages	\$32,019.00	\$ 7,694.16	\$15,131.24	\$16,887.76
Seminars, Travel, Research	10,000.00	1,797.28	3,650.43	6,349.57
Supplies and Expenses	5,550.00	940.72	1,722.73	3,827.27
Administrative Expense	<u>2,379.26</u>	<u>512.56</u>	<u>1,058.22</u>	<u>1,321.04</u>
TOTAL	\$49,948.26	\$10,944.72	\$21,562.62	\$28,385.64 (1)

SALARIES AND WAGES

	<u>Budget</u>	<u>Expended This Period</u>	<u>Cumulative Exp. Since 7/1/58</u>	<u>Balance</u>
Executive Director	\$12,000.00	\$ 3,000.00	\$ 5,900.00	\$ 6,100.00
Associate Director	9,200.00	2,300.01	4,533.34	4,666.66
Secretary	4,200.00	1,050.00	2,100.00	2,100.00
Stenographer	2,880.00	735.00	1,410.00	1,470.00
Labor	1,000.00	—	—	1,000.00
Retirement (Employer's Contribution) (2)	2,300.00	538.29	1,048.46	1,251.54
Workmen's Compensation (3)	<u>439.00</u>	<u>70.86</u>	<u>139.44</u>	<u>299.56</u>
TOTAL	\$32,019.00	\$ 7,694.16	\$15,131.24	\$16,887.76

(1) \$4,100 less than actual cash on hand shown on preceding page due to the fact that the grant received from Kellogg was \$45,944, rather than the anticipated, budgeted amount of \$41,844. By agreement with the Foundation, this \$4,100 is being held as a "Contingency" item and does not appear in the budget.

(2) At the time the budget was drawn up the University charged 8.133% of the salaries of those belonging to the retirement fund as the NAEB's contribution to the fund. However, as of 9/1/58, this was raised to 8.477%. This might result in a deficit in this account, but possibly won't, due to the fact that enough is budgeted to cover all salaried employees, but not all of them may actually participate in the retirement system. Also, it will be partly covered as explained in (3) below.

(3) At the time the budget was drawn up, the University was charging 1.5% of all salaries and wages for Workmen's Compensation. As of 7/1/58, this was reduced to 1% which will result in a slight saving in this account.

HEADQUARTERS SEMINARS, TRAVEL, RESEARCH

	<u>Budget</u>	<u>Expended This Period</u>	<u>Cumulative Exp. Since 7/1/58</u>	<u>Balance</u>
Seminars	\$ —	\$ —	\$ —	\$ —
Regional Meetings	1,500.00	397.26	510.77	989.23
Executive Committee and Director's Meetings	1,500.00	388.35	1,101.82	398.18
Office(r) Travel	3,500.00	838.80	1,730.15	1,769.85
NAEB Committees	1,500.00	93.95	228.77	1,271.23
Research	<u>2,000.00</u>	<u>78.92</u>	<u>78.92</u>	<u>1,921.08</u>
TOTAL	\$10,000.00	\$ 1,797.23	\$ 3,650.43	\$ 6,349.57

SUPPLIES AND EXPENSES

	<u>Budget</u>	<u>Expended This Period</u>	<u>Cumulative Exp. Since 7/1/58</u>	<u>Balance</u>
Mailing, Express, Freight	\$ 1,200.00	\$ 412.76	\$ 653.23	\$ 546.77
Office Supplies Expenses	1,000.00	327.63	479.93	520.07
Periodicals, Books	500.00	92.00	116.35	383.65
Telephone and Telegraph	500.00	102.33	432.30	67.70
Equipment (incl. Parts and Replacement)	350.00	6.00	6.00	344.00
Publications and Reports	<u>2,000.00</u>	<u>—</u>	<u>34.92</u>	<u>1,965.08</u>
TOTAL	\$ 5,550.00	\$ 940.72	\$ 1,722.73	\$ 3,827.27

Very Good
Filed

APPLICATION TO THE COMMISSIONER OF EDUCATION, U. S. OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR FUNDS TO SUPPORT
A PROJECT UNDER THE PROVISIONS OF TITLE VII OF THE NATIONAL
DEFENSE EDUCATION ACT OF 1958 (P.L. 85-864)

Submitted by: The National Association of Educational Broadcasters
Address: 14 Gregory Hall, Urbana, Illinois
Telephone Number: Empire 7-6611, Ext. 3394
Initiated by: Sam L. Becker, Chairman, NAEB Research Committee
Transmitted by: Frank E. Schooley, President
Date: November 21, 1958

I. Project Title. Collection, analysis and distribution of summary results of research and experimentation in instructional uses of television and radio.

II. Problem. The rapid increase in the use of television and radio for instructional purposes in recent years has all too often been guided by trial and error. The exchange of information among the various educational institutions and systems utilizing instructional television and radio has been a problem which is not yet adequately solved. The result is that many studies, and errors, have been repeated and duplicated with great loss of time, energy and money. Although many research projects have been undertaken on the subject of television and radio utilization, the resultant findings and data have not been broadly evaluated or given the widespread distribution which is urgently needed.

Other than the modest efforts of the NAEB and other organizations listed on the next page, all of which have been hampered by inadequate financing, there has been no current central "clearing house" for such research findings. Yet, if summaries could be adequately catalogued in

easily understandable form and distributed properly, much wasted effort, or lack of initiative, could have been prevented and better education for the students involved could have resulted. There are now 238 educational radio and television stations operating in the U. S., of which 164 are FM radio, 39 AM radio and 35 television. Of this number 64 of the educational FM stations and all of the television stations have gone on the air since 1952. In the last few years some 200 closed circuit television installations have also been developed to experiment with, and later to use, television as an instrument of direct instruction and education.

Present indications are that this rapid expansion will continue for several years. It is vital that research findings be made readily available to these existing installations and those up-coming, as well as to administrators, boards of education and teacher groups in order to insure responsible uses of television and radio as instructional tools.

III. Objectives. To make available to appropriate educators and educational broadcasters known data on the effectiveness of television and radio as instructional devices, including research findings on which types of subject matter may be most, and least, effectively taught by these media and how best to use the media to achieve maximum benefits from them in order to contribute most responsibly to American education needs.

IV. Other Related Research.

NAEB EDUCATIONAL TV AND RADIO RESEARCH FACT SHEET SERVICE - brief digests of educational broadcasting research as indicated in VII 2, below.

AUDIO-VISUAL COMMUNICATIONS REVIEW - publishes some reports of

3

research in the instructional uses of television and radio. The NAEB Executive Director is a member of the editorial board of consultants of this publication.

DEPARTMENT OF AGRICULTURE summaries such as Federal Extension Service Circular No. 514, AN ANNOTATED BIBLIOGRAPHY, by Lucinda Grile.

AGRISEARCH - reports on research, primarily in agricultural communications (NPAC).

AN INVENTORY OF EDUCATIONAL TELEVISION RESEARCH - prepared by Hideya Kumata, College of Communications Arts, Michigan State University. An annotated bibliography of pertinent research in the field, as prepared in cooperation with the NAEB at the University of Illinois, and published by the ETRC.

INVENTORY OF EDUCATIONAL RADIO RESEARCH - now in preparation by Kenneth Harwood, chairman, Department of Telecommunications, University of Southern California. A comprehensive bibliography of research in the field to be jointly published by the NAEB and the NPAC.

V. Procedure.

a. General Method: Presently available research studies, and the results of research and experiments which will become available in the future, will be carefully studied and analyzed by competent researchers. Careful, non-technical, and readily understandable, digests of these research results will be printed and distributed broadly to educators and educational broadcasters.

b. Data: No actual original data will be gathered. Rather the results of completed surveys will be gathered, organized and analyzed. Efforts will be made to accumulate research findings reporting on such problems as (the following are merely representative):

1. Effectiveness of television and radio as teaching devices.
2. Production problems peculiar to television and radio programs designed for in-school use.

3. Inadequacies of television and/or radio to successfully teach certain types of subject matter.
4. Administrative problems connected with the use of television and radio for direct instruction.
5. Curriculum implications of the use of television and radio.
6. Impact and effect upon the learning process of the students involved.
7. Obstacles to acceptance of television and radio as new media.
8. Technical problems of equipment, acoustics and related conditions.

c. Methods of statistical or other analysis: As indicated in Section Va above, a careful analysis will be made of the studies collected (on a continuing basis) and results will be compared carefully in order to make all possible information available in the most compact and concise form possible. The research digests will point out, and attempt to explain logically where possible, similarities and differences among the various studies of the same problem. Cross references will be made to past and concurrent studies.

d. Approximate time schedule: It is anticipated that this will be an on-going project extending over a three-year period. Limited efforts, on an extremely limited budget and distribution basis, have already been made (see section VII below) by this Association. Therefore, the full-scale assumption of this project should be accomplished in minimum time. Many research studies are already in hand and a concentrated effort to obtain many more will be made as soon as money is available to permit such an extensive undertaking. Analysis and digest

preparation could begin almost immediately after the proper staff personnel are hired. This should be accomplished within 60 - 90 days after the receipt of the grant. Within 30 days thereafter the first comprehensive digests should be ready and these would be published at monthly intervals through the three-year life of the grant. (Tentative Beginning Date - April 1, 1959; Ending Date - March 31, 1962).

e. Expected end-product: Monthly, comprehensive digests of research findings in the instructional utilization of television and radio, in an easily readable and readily understandable form. A well informed body of educators and educational leaders, regarding uses of radio and TV for instruction. Also a revision of the present NAEB RADIO AND TELEVISION BIBLIOGRAPHY first published in 1952 by the NAEB.

Separate Project

f. Publication plans: Each monthly digest would be published in printed form, with an annual index, which would make them into a permanent record of instructional broadcasting research in the U. S. and other nations.

VI. Personnel. While it is impossible to name the actual person who would direct this project, since it has not been possible without the necessary funds to discuss it with prospects, it is anticipated that someone will be employed as director of this project of the caliber of Dr. Charles Osgood, Director, or Dr. Dallas W. Smythe, research professor of communications and Acting Director, of the Institute of Communications Research, University of Illinois. Dr. Smythe has previously conducted exhaustive studies for the Association (see section VII below). One or possibly two young research scholars

Wood!

would be employed to assist the director of the project. The project personnel will be assisted by the NAEB Headquarters Staff and the NAEB Research Committee which has worked on this and similar broadcasting research problems for a number of years.

VII. Facilities. The National Association of Educational Broadcasters is the most logical organization to undertake an important project of this nature for several reasons:

1. As the professional association of educational television and radio stations, production centers, closed circuit installations and the men and women engaged in these activities, the Association is in an excellent position to gather the research findings now in existence and to be done in the future. Its contacts with educators, educational broadcasters and other professional associations are excellent. Since the Association itself does not have production or experimental facilities of any kind, it is only in this type of national clearing house, coordination and professional development capacity that it feels qualified to contribute to the implementation of the National Defense Education Act.

*never
keep your
self*

2. On a limited scale, and with an extremely small budget, the NAEB has for the past four years published brief monthly digests of educational broadcasting research. This project would be an expansion of an on-going project which cannot progress beyond its present state and reach the many educators who need these materials, without additional financial assistance.

dispute?
9

3. The national headquarters of the Association are located at the University of Illinois and the Association would enjoy the cooperation of the outstanding Institute of Communications Research at the University.
4. Several years ago the Association conducted the only exhaustive monitoring studies that have ever been done in this country, as follows:

NEW YORK TELEVISION - A comprehensive study of the programs carried by New York City television stations during the period January 4 - 10, 1951 and January 4 - 10, 1952, conducted by Dallas Smythe.

LCS ANGELES TELEVISION - A similar study of Los Angeles TV programs during the period May 23 - 29, 1951, conducted by Dallas Smythe and Angus Campbell (Director, Survey Research Center and professor of psychology and sociology, University of Michigan).

CHICAGO SUMMER TELEVISION - A similar study of Chicago TV programs, August 5, 1951, conducted by Donald Horton, Hans Mauksch and Kurt Lang (all of the University of Chicago), in cooperation with the National Opinion Research Center.

NEW HAVEN TELEVISION - A similar study of New Haven TV programs, May 15 - 21, 1952, conducted by Dallas Smythe.

THREE YEARS OF NEW YORK TELEVISION - A comparative study of New York TV programs, January 4 - 10, 1953, with those for the same period in 1951 and 1952 (see first study above), conducted by Dallas Smythe.

FOUR YEARS OF NEW YORK TELEVISION - A study of New York TV programs, January 25 - 31, 1954, compared with the three previous years, conducted by H. H. Remmers (Purdue Opinion Panel).

5. In December, 1957, the NAEB held the first comprehensive seminar on research in educational broadcasting to be held in the U. S. This seminar brought together persons engaged in educational broadcasting research and outstanding educators

and research personnel. This group studied intensively the present status of educational broadcasting research and discussed the future role that such research might well take. This group indicated, in its recommendations (contained in the Seminar Report, already forwarded), that dissemination and coordination of educational broadcasting research is essential to prevent duplicated effort and to present data and information which would be essential guidance to institutions entering the field of educational broadcasting.

*use
code numbers
for easy
reference*

6. Other research qualifications of the NAEB are outlined in the Proposal forwarded by the Association on October 24.

VIII. Duration. This project is to run three years from the date the grant is awarded.

Budget and Financing

IX. Budget.

Category	Federal Funds Requested	Institution or Agency Funds
1	2	3
Personnel:		See footnote
Project Director (full-time, \$16,000 per year for three years)	\$ 48,000.00	
Research Scholars (one full-time, \$6,000 per year; one half-time, \$3,000 per year, both for three years)	27,000.00	
Secretary (full-time, \$4,000 per year for three years)	12,000.00	
Services:		
Obtaining research studies & materials	3,000.00	
Publication & distribution of digests and Bibliographies	30,000.00	
Supplies & Materials	7,500.00	
Other:		
Travel	6,000.00	
Sub-total (Direct Cost)	\$133,500.00	
Indirect Cost	20,000.00	
TOTAL COST (ALL YEARS)	\$153,500.00	

Footnote: Although no specific matching funds are listed, salary equivalents and other contributions of NAEB staff and committee members are expected to amount to some \$30,000.00, as resources not charged for.

X. Other Support. a. There is currently no support available from other sources for this project, nor has this proposal been submitted to any other agency or organization.

b. This is not an extension of nor addition to a previous project supported by the Office of Education.

XI. Estimated Cost by Fiscal Year.

Category	Federal Funds Requested	Institution or Agency Funds
1	2	3
Fiscal Year 1959	\$ 13,000.00	
Fiscal Year 1960	50,000.00	
Fiscal Year 1961	50,000.00	
Fiscal Year 1962	40,500.00	
TOTAL COST (ALL YEARS)	\$153,500.00	

XII. Duration. Beginning date - April 1, 1959; Ending date - March 31, 1962

HEH/HJS/SIB/FES/cmc

Good project. Poorly developed
APPLICATION TO THE COMMISSIONER OF EDUCATION, U. S. OFFICE OF EDUCATION,
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR FUNDS TO SUPPORT
A PROJECT UNDER THE PROVISIONS OF TITLE VII OF THE NATIONAL
DEFENSE EDUCATION ACT OF 1958 (P.L. 85-864) *Too wordy!*

Submitted by: The National Association of Educational Broadcasters
Address: 14 Gregory Hall, Urbana, Illinois
Telephone Number: Empire 7-6611, Ext. 3394
Initiated by: Gale Adkins, Chairman, NAEB Utilization Committee
Transmitted by: Frank E. Schooley, President
Date: November 24, 1958

I. Project Title. Teacher Training Workshops and Seminars in Television and Radio Utilization.

II. Problem. Forty-six radio stations and seven *include P. 1140?* television stations are owned and operated by schools, school systems, or boards of education and are used primarily for broadcasting instructional programs into classrooms. In addition most of the other 28 educational television stations and many of the other 157 educational radio stations devote many hours daily to the broadcast of such programs. Some two hundred closed circuit television installations are now engaged in instruction by television. Courses taught cover a wide range of subject matter and are directed to all grade levels, from the elementary grades to the college level. Outstanding teachers are chosen to teach courses over television and radio; they devote many hours of conscientious effort to their work. However, as with any new device, instructional or not, a great deal of time, training, experimentation and experience *are* is necessary before it is possible to utilize these media to their fullest possible extent.

It is in this specific area of training teachers in the utilization of these media that a most conspicuous lag is occurring. On the basis of a recent study of the American Association of Colleges for Teacher Education (A.A.C.T.E.),

very few indeed of the teacher-training institutions of the nation now offer, or have plans for offering, courses in television and radio utilization as a part of their methods and procedures courses for future teachers.

It is apparent that, without a great deal of assistance, guidance and stimulation the normal rate at which teacher-training courses will be introduced in the uses of television and radio as instructional tools will be too slow to keep pace with developments at the production and output end of this chain. There has been great demand, and there have been many requests to the NAEB, from educational administrators, classroom teachers and educational broadcasters for intensive training sessions in which new methods of presenting subject matter by television, radio and other electronic media might be explored. Out of such workshops, and from presently available knowledge, much guidance could be provided for experienced teachers called upon to use this new tool, as well as the growing number of new teachers entering the field. Unless both these groups, as well as teacher-training institutions, can be assisted promptly on an intensive basis, by example, demonstration and experimentation, conservative patterns and concepts will greatly retard the best uses of these media.

Out of lack of understanding of the true nature and uses of these media and their fullest educational potential, come irrational opposition and fear on the part of many teachers. Adequate understanding of how these instruments may be used to help teachers in their teaching functions, without displacing them, will go far to remove many of the "blocks" to the introduction and use of television and radio by education.

III. Objectives. To conduct a series of workshops and seminars for personnel involved, and soon to be involved, in the use of television and radio, as instructional tools, and for personnel who will be training others in such uses, so the present limitations and weaknesses enumerated in Section II above might be alleviated.

Separate 1 + 2

too long
not clearly concising
Real pilot
should be toward
establishing special
communication institutions

IV. Other Related Research. A few colleges, teachers' colleges, and universities conduct workshops and offer courses in which a certain amount of time is devoted to the problems of in-school broadcasting. A few institutions offering broadcasting curricula also devote some attention to this problem.

Unfortunately these efforts are far too few to meet the need. Realizing this, the NAEB conducted, in 1952, a School Broadcast Seminar which dealt with the general problems of in-school broadcasting. In 1954 the Association conducted a seminar for writers of in-school programs. During the summer of 1958 a Seminar on the Instructional Uses of Television and Radio was held for producers of in-school programs and for representatives of teacher-training institutions concerned with teaching methods courses. (See section VII of this request for pertinent recommendations made by the participants in this seminar).

In cooperation with Purdue University, the NAEB held a seminar on instructional television, at the university level, during the summer of 1958; and earlier in the year participants in an NAEB Research Seminar voiced concern over the lack of coordinated efforts in this area and the lack of definitive guide posts and responsible experimentation on a national scale.

Commendable as these first efforts have been, they were only tentative and exploratory first steps in what must be many successive and adequately financed efforts in this field, if the best knowledge of the nation is to be shared, and if new techniques are to be developed by practice and demonstration, with actual teachers involved. There is a definite and urgent need for a concentrated program of experimentation and training as proposed here. The problem becomes more acute as more educational stations and closed circuit installations begin operation, and as more and more new teachers are pressed into service.

Should be done in about four sentences

Separate these

V. Procedure.

a. General Method: A series of regional workshops will be held to which will be invited coordinators and planners of in-school broadcasts, studio teachers, producers of such programs, classroom teachers who use these media in their classrooms, educational administrators, and faculty members from teacher-training institutions. Emphasis will be given to this latter group, because it is they who have the responsibility of training new teachers in the proper use of these new media, a responsibility which is now being inadequately met.

Contract jobs?

These workshops will be held in various sections of the country, at appropriate installations and institutions, as has been the case with previous NAEB workshops and seminars. Participants will be carefully selected to include representatives from school systems of different sizes, different grade levels, different subject matter fields, etc. Each workshop will last approximately three weeks and will be devoted to experimentation in the best methods of presenting different materials.

Some of the problems on which these workshop-demonstrations will provide valid data, materials, and conclusions would include, among others:

- A) The effectiveness of different procedures for
 - (1) large versus small classes
 - (2) different age groups
 - (3) different academic ability
 - (4) lecture versus discussion approaches
 - (5) "feedback" techniques
 - (6) student participation and motivation
- B) The use and role of visual and aural aids in TV and radio instruction.
- C) Analyses of ways to preserve balance between TV and radio as new tools--so TV's greater facility in handling things that are tangible and perceivable (and therefore self-evident), for example, will not be allowed to cause basic needs of a less "visualizable" nature to be neglected.
- D) Analysis of teacher qualifications and "teacher-team" procedures and cooperation.
- E) Teacher training films, videotapes and/or kinescopes films, in valid and successful utilization techniques.

Where will you get them?

Consultants will include recognized educational leaders; broadcast producers and teachers who have been eminently successful in the instructional uses of these media; curriculum coordinators and administrators from institutions currently using the media successfully; content and subject matter specialists who will be able to bring new and different ideas and problems to the group; and qualified research specialists to make sure that valid experimental design and report procedures are built into each workshop.

b. Data: In planning the program for these workshops, data will be gathered from institutions using the broadcast media for classroom instruction in order to determine what is currently known about which subjects may best be taught by these media, production techniques that have proved most valuable, the proper balance between broadcast instruction and instruction by the classroom teacher, and other such problems, as listed under item (a) above. This information will then be used as a basis for further experimentation, demonstration, and study at the workshops. The workshops themselves will supply definitive answers to many of the problems raised in II above, and these will be published, as indicated in (f) below, for wider dissemination.

c. Methods of statistical or other analysis: A careful analysis and evaluation will be made during and after each workshop, of the techniques and problems studied and experimental solutions developed, in order to determine which are most practicable for instructional broadcasting. This will result in information and data which can then be used by others in the field so that they may make more effective use of the media. Although primary emphasis will at first be given to television, some of the workshops will be devoted solely also to radio, and others will develop complementary uses of the two media.

d. Approximate time schedule: A total of 12 workshops will be held, four each summer in 1959, 1960, and 1961. The staff to plan and conduct these workshops will be hired within 60 to 90 days after the receipt of the grant, to permit

a diff. project

Need to have on how to conduct "an evaluation program"

Doody Concerned! - handling. Less right of effective. For later.

ample time for proper planning. The staff will also be needed for several months after the last workshop to evaluate results and prepare reports.

e. Expected end-product: The result of these workshops will be the development of a central body of knowledge and personnel to make possible better utilization of television and radio for classroom instruction, and we hope, result in the development of courses in this area at teacher-training institutions. A new "team" approach between those producing and those using the programs would be illustrated and experimented with indifferent forms, to make possible the development of integrated and coordinated utilization principles and course materials for use both in in-service training and higher education courses for new teachers.

In addition to this outcome, it is to be expected that these workshops will serve as a catalyzing force in stimulating the introduction into teacher training institutions of courses in this area, which are the long-term solution. Although the NAEB would not presume to try to impose such courses, it would offer its services and those of consultants of the type engaged to conduct these workshops, when requested. In this function it would work closely with the American Association of Colleges of Teacher Education and similar organizations.

The reports produced by these workshops will be extremely valuable as reference materials for those who will have attended them and for the many thousands who will not have the opportunity to attend. These reports will be made widely available for distribution to teachers throughout the nation who are called upon to use these new media.

f. Publication plans: As stated above, comprehensive reports of the proceedings and findings of each of the workshops will be published and distributed nationally to teachers, school administrators, educational broadcasters, board members and the many other people who will be involved in using or deciding on the uses of these media for instruction. They will also be made available to

Good but too long

education journals and the publications of the various educational associations of the U. S., such as the NEA, the AACTE, the ACE and the AASA.

VI. Personnel. A Training (or Workshop) Director, with experience in the planning and conduct of workshops, will be employed to direct this project. In addition, an assistant will be employed, as will a person with editorial experience (preferably combined with research background) to edit the workshop reports, and secretarial assistance. It is impossible at this time to give the names of specific individuals because it is neither possible nor proper to discuss employment with prospects when it has not yet been determined that a grant will be received. It is our belief that these people could be employed and on the job within 60 to 90 days after receipt of the grant. The project personnel will be assisted by the NAEB Headquarters staff and the NAEB Utilization and Professional Advancement committees which have been instrumental in planning and carrying out the Association's earlier professional advancement activities (as enumerated in section VII).

VII. Facilities. The National Association of Educational Broadcasters is eminently qualified to administer a project of this nature. The Association has been extremely active in professional advancement activities in the educational broadcasting field. In addition to those discussed in section IV above, the NAEB has conducted 21 seminars and workshops, since 1949, for educational broadcasting personnel, teachers, etc. The Association has also awarded over 100 scholarships to permit such individuals to pursue an independent course of study in the broadcasting field or fields relating to it. During the last three years grants-in-aid have been made to several institutions to permit them to upgrade the caliber of their own broadcasting workshops and seminars, and to stimulate the development of courses in educational uses of television. Funds for continuance of such activities, are now no longer available. However, this experience has enabled the NAEB to establish good relations

with many prominent educators and research specialists from whose ranks consultants for this project would be selected. As an indication of the qualifications and experience of the NAEB in the Workshop-Seminar area, we are attaching a copy of "The Training Program of the NAEB."

The educators and broadcasters attending the NAEB Seminar on Instructional Uses of Television and Radio, mentioned above, specifically urged the NAEB to undertake a project of this nature because they felt that this Association was best qualified to do so. One recommendation of the Seminar reads:

It is recommended that the NAEB, in collaboration with school and college personnel in supervision and curriculum, initiate local and regional workshops in which educational broadcasters and teachers would work jointly on the problems of classroom utilization of radio and television.

As pointed out earlier, these workshops will carefully weigh the advantages and disadvantages of using the broadcast media for various subjects and in various ways.

Three other pertinent recommendations from the Seminar were:

- (a) It is recommended to the NAEB Board of Directors that ways and means be found (1) to stimulate a continuing program of creative educational planning in the areas of instructional broadcasting and (2) to finance and organize projects arising from such planning;
- (b) It is recommended that the NAEB develop sources of financial support which will permit the holding of a continued schedule of workshops or seminars devoted to the subject of instructional uses of radio and television;
- (c) It is recommended that the NAEB explore the possibilities of preparing a publication describing current practices in teaching by radio and television. The use of such a publication in certain courses in teacher training institutions should be encouraged.

The reports resulting from the workshops herein proposed will provide not only the information about current practices, as called for in this recommendation, but, also should establish a pattern in the development of courses of the best possible quality in the teacher-training field in the United States. They should provide a significant contribution to the specific information and understanding needed if American educators are to know how best to utilize these media as instructional tools in educationally responsible ways.

VIII. Duration.

Total amount of time required: 2 years, 10 months

Beginning: March 1, 1959

Ending: December 31, 1961

HEH/HJS/GA/FES/cmc

Budget and FinancingIX. Budget.

Category	Federal Funds Requested	Institution or Agency Funds
1	2	3
Personnel:		See footnote
Training (or Workshop) Director (full-time, \$12,000 a year for 2 years, 10 months)	\$34,000.00	
Assistant Director (full-time, \$8,000 a year for 2 years, 10 months)	22,667.00	
Editor (full-time, \$8,000 a year for 2 years, 10 months)	22,667.00	
Secretary (full-time, \$4,000 a year for 2 years, 10 months)	11,333.00	
Services:		
Travel & subsistence for workshop partici- pants @ \$8,000 per workshop; 4 work- shops each summer for three summers	96,000.00	
Consultants fees and expenses (\$2,000 per workshop)	24,000.00	
Publications costs	15,000.00	
Supplies & materials	9,000.00	
Other:		
Travel of staff listed above	9,000.00	
Sub-total (Direct Cost)	\$243,667.00	
Indirect Cost	36,550.00	
TOTAL COST (ALL YEARS)	\$280,217.00	

Footnote: Although no specific matching funds are required or listed, salary equivalents and other contributions of NAEB staff and members of the NAEB Utilization, Professional Advancement and Research committees are expected to amount to some \$35,000, as resources not charged for.

X. Other Support: a. There is currently no support available from other sources for this project, nor has this proposal been submitted to any other agency or organization. b. This is not an extension of nor addition to a previous project supported by the Office of Education.

XI. Estimated Cost by Fiscal Year.

Category	Federal Funds Requested	Institution or Agency Funds
1	2	3
Fiscal Year 1959	\$15,142.00	
Fiscal Year 1960	94,875.00	
Fiscal Year 1961	94,875.00	
Fiscal Year 1962	75,325.00	
TOTAL COST (ALL YEARS)	\$280,217.00	

XII. Duration. Beginning date: March 1, 1959; Ending date: December 31, 1961

APPLICATION TO THE COMMISSIONER OF EDUCATION, U.S. OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, FOR FUNDS TO
SUPPORT A PROJECT UNDER THE PROVISIONS OF TITLE VII OF
THE NATIONAL DEFENSE EDUCATION ACT OF 1958
(P.L. 85-864)

*Covers
too much.*

Submitted by: The National Association of Educational Broadcasters

Address: 14 Gregory Hall, Urbana, Illinois

Telephone Number: EMpire 7-6611, Extension 3394

Initiated by: Carl H. Menzer, Chairman, NAEB Engineering Committee

Transmitted by: Frank E. Schooley, President

Date: November 25, 1958

I. Project Title. A study of radio-television equipment and distribution systems now in use to determine minimum requirements for their most effective employment in direct instruction.

II. Problem. Electronic means have been used for the dissemination of information and education since 1922 when the first educational broadcasting stations were established. Within the past five years, 35 non-commercial educational television stations have gone on the air to augment the programs of the 39 AM and 164 FM stations operated by educational institutions, community groups and school systems. There are also some 200 closed circuit television installations now in use for direct teaching. Much research has been done on which subjects can be taught in whole or in part by electronic means, and the effectiveness of this method of teaching; but little material is available regarding the equipment necessary to do a given job of teaching. The lack of information on equipment, the physical facilities required, and their arrangement, has tended to slow down the widespread use of these media at a time when the need for increasing the effectiveness of teaching grows daily as a result of the increasing demands on our educational system.

III. Objectives. 1) To gather and evaluate technical information on typical installations now making effective use of radio and television systems for instructional purposes. 2) To make this information readily available to educators, administrators and educational broadcasters so as to stimulate the use of radio and television in teaching. 3) To make possible the proper choice of equipment so that, once acquired and installed, it will accomplish its mission with a maximum of quality, flexibility and durability, and a minimum of technical problems, obsolescence, upkeep or revision expense. The FCC through its licensing procedure for both radio and television broadcasting stations sets standards for good engineering practice; however no standards exist for non-broadcast equipment in these fields. This project would contribute greatly to the establishment of such standards.

IV. Other Related Research. A number of books have been published on radio and television equipment. However most of these cover technical aspects of the equipment and do not provide data on costs or specific installations. Most technical society journals also cover design considerations of equipment. While some information has been published in educational journals, the best source on specific installations is "Broadcast News", a promotional publication of an equipment manufacturer. As a result of this lack of data in objective, non-technical form, most institutions contemplating entering the field send a representative to visit one or more operating installations and with the assistance of equipment catalogs, plan their own plant. Floor plans, block diagrams, and schematics of existing installations based on valid experimentation and evaluation, as proposed here, would be exceedingly helpful to them in making such plans.

V. Procedure.

a. General method: Presently available books, pamphlets, technical society and educational journals will be reviewed and a bibliography prepared for the use of those who contemplate the use of radio and television in education. Where indicated, a descriptive brief will indicate contents of the paper and its applicability to planning such installations.

b. Data: Data will be gathered, by questionnaire and by personal visit, and will be evaluated, organized, analyzed, and reported, on the following aspects of electronic aids for teaching, among others:

1. AM and FM radio studios and equipment.
2. Television studios and equipment.
3. Public address, radio equipment, and distribution systems.
4. Closed circuit television equipment and distribution systems.
5. Use of common antenna systems for radio and television reception.
6. Receiver specifications for classroom use, both radio and television.
7. Use of centralized pick-up equipment and distribution systems as compared with individual classroom operation of such equipment.
8. Modification of room acoustics and lighting for optimum radio and television utilization.
9. Recommendations for new building design to provide for controlled lighting, acoustics, and facilities for distribution of radio and television signals and other audio-visual materials to classrooms.
10. Requirements and problems encountered in providing talk back equipment from classrooms to teaching point.

In this connection, it is our intention to perform a series of experiments, with the cooperation of the operators of systems considered as being typical, to determine whether different types of equipment involved effectively accomplish their mission.

Too much

c. Methods of statistical or other analysis: As indicated above, a careful analysis and evaluation will be made of the installations in use in order to determine which best accomplish the instruction desired. It is expected that realistic cost figures will be provided which, with technical data, will permit others to determine the needs to accomplish a particular mission.

d. Approximate time schedule: It is expected that this project will extend over a two year period. Much data will be available immediately from the 203 AM and FM educational radio stations and 35 educational television stations. Since many closed circuit television experiments are in progress and more comprehensive systems will develop in the immediate future, it is expected that at least a two year period will be necessary to complete this project. Then too, television facilities in schools now under construction will provide an added base for judgment of future requirements.

e. Expected end product: Descriptions of typical installations with equipment lists and specifications, floor plans, distribution systems, and architectural features for the guidance of educators, educational broadcasters and administrators, to enable them to plan for the use of electronic means in improving the efficiency of teaching. As a result of the data accumulated on existing installations the project director will be available to offer constructive and specific advice and criticism on proposed plans.

f. Publication plans: It is expected that bi-monthly reports will be published in printed form which can be indexed and made into a permanent record for use in future planning.

VI. Personnel: It is proposed that Mr. Cecil S. Bidlack will be employed to direct this project. For the past four years he has been employed as television engineering consultant to the NAEB. Prior to his employment at NAEB, he was employed by NBC, serving six years as a television technical director and three years as a radio studio engineer. His background in edu-

cational radio is provided by eleven years service in various technical capacities at WOSU, the Ohio State University station. This experience provides him with an excellent background and knowledge of educational radio and television installations and their requirements and problems. In addition, an assistant will be employed with audio-visual training or experience. Funds will also be required for a secretary and the part time services of a draftsman to assist in the preparation of reports. Mr. Bidlack will be available January 1, 1959 and it is believed the remainder of the project staff can be secured within 30 to 60 days after receipt of the grant. The project personnel will be assisted by the NAEB Headquarters staff and the NAEB Engineering Committee, the members of which have been involved in the construction and operation of radio and television stations and closed circuit television installations for a number of years.

VII. Facilities. The National Association of Educational Broadcasters is well qualified to undertake a project of this nature for a number of reasons:

1. It is a professional organization of educational radio and television stations, production centers, closed-circuit installations and individuals engaged in these activities. As an association of 34 years standing, it receives many requests for help in establishing the above activities. However, due to limited funds and personnel, it has not been able to develop the comprehensive materials necessary and desirable to meet the increasing demands made upon it.

2. In the past four years the NAEB has begun to provide the type of services outlined here. The budget available, however did not make possible the concentrated or adequate approach here proposed. The four years' background acquired by Mr. Bidlack in performing this work for NAEB provides an excellent base from which almost immediate results can be expected in the implementation of this proposed project.

Budget and Financing

IX. Budget:

Category 1	Federal Funds Requested 2	Institution or Agency Funds 3
Personnel:		
Project Director (fulltime \$15,000 per year for two years)	\$30,000.00	See footnote
Assistant Director (full time \$7,500 per year for two years)	15,000.00	
Secretary (fulltime \$4,000 per year for two years)	8,000.00	
Draftsman (as required \$1,000 per year)	2,000.00	
Services:		
Obtaining reprints and other materials	2,000.00	
Publication and distribution of reports	8,000.00	
Preparation and maintenance of mailing lists, mimeographing questionnaires, supplies and materials, etc.	6,000.00	
Other:		
Travel	8,000.00	
Subtotal Direct Cost	79,000.00	
Indirect Cost	11,500.00	
TOTAL COST (all years)	\$90,500.00	

Footnote: Although no specific matching funds are listed, salary equivalents and other contributions of NAEB staff and committee members are expected to amount to some \$11,000 as resources not charged for.

X. Other Support:

- There is currently no support available from other sources for this project nor has this proposal been submitted to any other agency or organization.
- This is not an extension of nor addition to a previous project supported by the Office of Education

XI. Estimated cost by Fiscal Year

Category 1	Federal Funds Requested 2	Institution or Agency Funds 3
Fiscal year 1959	\$21,000	
Fiscal year 1960	45,000	
Fiscal year 1961	24,500	
TOTAL COST (all years)	\$90,500	

XII. Duration: Beginning Date, January 1, 1959, Ending Date, December 31, 1960.
CSB/CHM/FES/afc

December 31, 1958

Dr. Maurice F. Seay, Director
Division of Education
W. K. Kellogg Foundation
250 Champion Street
Battle Creek, Michigan

Dear Maurice:

It was nice to talk to you yesterday morning and to try to give you the additional information you needed in going over our recent requests.

The change in possible grant dates back to July 1 - June 30 as a fiscal year basis, instead of September 1 - August 31, will be no problem, since the former has regularly been our fiscal year basis. As indicated in our request of October 23, 1958 for permission to use funds in the amount of \$8,249 from the current grant to permit continued operation during that two month period, there will probably be a balance as of July 31, 1959. If the Foundation prefers to have us maintain our current fiscal basis (July 1 - June 30), any balance can either be returned to the Foundation or handled in a manner to be decided later. How large it will be will depend on your decision on our request to use a part of the sum to pay headquarters staff salaries until September 1, in case no new grant is forthcoming, or our request to use part of it for a summer seminar, in case a new grant is approved.

In answer to your suggestion that additional justification would be useful in explaining how Request No. 2 (including funds for seminars and workshops, materials distribution, and international relations) would assist us to achieve self-support more rapidly and effectively than Request No. 1, which excludes these items, we should like to add to the statements earlier made (pp. 3-6 of the explanation included as a part of Request No. 2), the attached statement, which can be considered as a supplement to our earlier explanations.

This will also confirm my telephone reactions to your question, which I believe, in essence was: If the Foundation could provide the amounts, or approximately the amounts, indicated in the first (minimum) column of our Request No. 2 (omitting from consideration the International Relations item on which there is no firm decision but which now appears least likely of those listed to be approved), that is if the Foundation could approve, for example \$16,000 - \$18,000 for Seminars and Workshops and/or Materials Distribution, would we prefer to have the minimum for both items, or the maximum (or near the maximum) for Seminars and Workshops, with nothing for Materials Distribution. (I'm sure your question was not as

Dr. Maurice F. Seay
Kellogg Foundation

December 31, 1958
Page Two

awkwardly phrased as I have rephrased it.) The answer given you, and repeated herewith was that we would prefer some for both Seminars and Workshops and Materials Distribution.

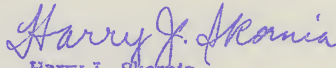
Materials Distribution, in fact, is likely to produce more immediate increased income for achieving self-support than are Seminars and Workshops, important as the latter are in the long-range role which the NAEB seeks to play in contributing to sound uses of these media for American education.

Once again I should like to thank you for your call, and for the opportunity to provide you this additional information. This letter and the attached justifications can be considered as an amendment or supplement to the materials sent you on October 23 as a part of our alternative grant requests.

If there are additional materials or comments needed for your consideration, we shall be happy to provide them whenever they may be needed.

May we wish you, once again, a fine New Year!

Sincerely,


Harry J. Skornia
Executive Director

HJS:jg
Enclosure

ADDITIONAL JUSTIFICATION
OF
GRANT REQUEST ITEMS,
AS LISTED, AS CONTRIBUTING TO
NAEB SELF-SUPPORT

Seminars and Workshops

With seminars and workshops the NAEB has been able to bring together with educational broadcasters at all staff levels some of the finest minds from the principal disciplines included in American education. The mutual respect which has developed among the individuals who have attended, the consultants who have served, and the NAEB as the facilitating and guiding agency which has planned and implemented these meetings, has only recently begun to be realized. Many of the consultants have become individual members of the NAEB. So have many of the attendees. The latter are already grateful and most of them will, we feel sure, become loyal individual members. However, if they do so, it will be because they feel that the NAEB will continue to provide useful services--not out of a sense of gratitude for past services. The experience of national organizations generally confirms the need to maintain steady service and imaginative leadership if they are to survive in an age when organizational vacuums are rapidly filled.

We believe that basically the success of radio and television as educational instruments will depend more and more on the development of a body of such individuals as are reached by our seminars and workshops--welded into a profession under the leadership and banner of the NAEB--or some other organization, if the NAEB fails to be dynamic and responsive to their needs for continued growth and development.

This growing group of professionals (in all but their awareness of professionalism) will increase the need for, certainty of the growth of, and chances of success of, such a professional organization.

At present we are confronted with the problem of conducting self-financing seminars. But at the present state of this profession, still a-borning, the individuals from whom we need to secure the sums necessary to support these seminars do not enjoy adequate status in their mother-institutions to enable them to secure such funds. The NPAC has enjoyed considerable success in this type of seminar

because the status of the agricultural extension editor is firmly established, by a long tradition, in his institution. Such expenditures are recognized as valid, and are in fact provided for in Department of Agriculture grants to many Land Grant Colleges. Similarly, the NAB (the commercial broadcasting counterpart of the NAEB) must limit its attendance, in spite of the fact that it charges \$500.00 for two-week seminars in such areas as management and engineering. For here too, travel and conference funds are available, and their legitimacy is recognized.

Teachers who attend such seminars as we offer, however, must as yet frequently do so at their own personal expense, just as many must pay their own expenses (and some must even use vacation time) to attend NAEB Conventions or Regional meetings. That so many do this is, we feel, a tribute to the NAEB as well as to the devotion of such people. The status of both educational broadcasters (including teachers in closed circuit installations), and the NAEB itself, is not yet high enough, and has not yet proved itself over a long enough period of time, to secure the recognition which leads to availability of funds. We are confident that this will happen, and has in fact already happened in many institutions.

However, an additional subsidy would greatly facilitate this development, and would enable us to phase out gradually the assistance provided for such seminars, until, in a few years, an increasing number can be self-supporting. The fact that the "profession" is so new, NAEB efforts are so recent, the individual membership category so new, and the recognition of the possible values of television and radio to all education is as yet so spotty, should not discourage us or surprise us. But they should illustrate the need for some additional outside assistance until the status visualized for both the instruments and the personnel involved is achieved.

Each year new broadcast specialists leave the commercial field, many in frustration, to become educational broadcasters. These people, too, need assistance

in understanding the new uses of the media which education implies. New stations go on the air each month. When invited to membership in the NAEB, they ask what the NAEB can do for them. The answer to this question not only determines whether they will join but also how vigorously they can later justify to their administrations an increase in NAEB dues, the gradual introduction of charges for seminars, and the other contributions which each institution must assume in a newly-developing national movement which must eventually support itself.

Some funds for Seminars and Workshops, though more indirectly and slowly than some of the other items discussed below, will greatly assist the NAEB to expedite the achievement of self-supporting status through the continued growth of respect which will accrue both to the individuals concerned and to the NAEB itself as the usefulness of both to American education is increasingly recognized.

In the recognitions which have come to numerous individuals in the NAEB in only the last two or three years we see evidence that recognition of our role is beginning to develop. We believe that appointments to various national commissions, executive committees and chairmanships of various national conferences, panels and meetings constitute at least as much recognition for what the NAEB stands for as for the individuals involved. This and other evidences give us confidence that the new role we see for television and radio in America, based upon individuals with the training, devotion and inspiration which only seminars can provide, can be welded into a profession which will someday enjoy the respect which we now envision it as deserving.

Materials Distribution

The success of NAEB publications already is heart-warming in view of the meager resources so far available to support them. We note with pride the increasing number of quotations from the Newsletter, the Journal and other materials issued by the Association, in foreign educational and broadcasting publications, as well as many in the U.S.

The fact that most of these materials appear at all sometimes seems a miracle in view of the conditions under which they are presently edited. Workshop and seminar reports, and committee publications, are edited, as possible, by members of the Headquarters Staff who are already more than fully occupied with other duties. The Newsletter is edited by the young lady on the Headquarters staff who also runs the Placement Service of the NAEB and serves as Traffic Manager of the NAEB Network, which together already constitute a full-time position. This editing is done under the supervision of the Associate Director and Executive Director of the NAEB. Formerly mimeographed, it has for two years appeared in printed form.

The Journal, taken over in the merger with the ABET, also two years ago (January 1, 1957) has each year been edited by whatever part-time help is available -- last year by a graduate student in Journalism at the University of Illinois and this year by a program assistant on the staff of the University of Illinois' radio station. Both operate under the supervision of Frank Schooley, who has handled this supervision, as well as the many details connected with the development of individual memberships in the NAEB, in addition to his many other NAEB and University responsibilities.

There is currently no one to coordinate these two regular publications, and printing and editing charges still considerably exceed the income from individual membership dues. No funds are available to pay for articles or even the usual number of author's copies. In spite of the printing and editing errors which characterize both publications in view of the conditions described above, their growing acceptance is a tribute to their content and the realness of the need they seek to meet.

The growing number of educational broadcasters, as a potential profession, have no other publications to turn to as their professional "journals", comparable

to the journals of teachers of English, modern languages, political and social sciences, etc. If our Journal, particularly, is to achieve comparable stature, quality and usefulness, funds to provide an individual on the Headquarters staff who can edit it, the Newsletter and the many other materials we issue, coordinate the two principal monthly publications, and provide supervision of the printing process in a manner which is not now possible, are urgently needed from outside sources to speed up the achievement of the broad base of membership support which will eventually make them self-supporting as are the journals of other such professional groups.

Such assistance will provide prestige which will accrue to the entire association and to those in this field of activity. A full-time editor would also make possible the exploration of advertising in the Journal as a source of additional support, and many other possibilities not now possible in the present hand-to-mouth "holding" operation being conducted.

Probably no other single product of the NAEB shows as much promise of relatively short-term success in dramatizing to educational broadcasters and administrators alike the values of membership, and the new contributions to American education which these electronic media, responsibly used, can make. This will broaden the base of support of the NAEB at both the individual and the institutional levels. To make our publications "must" reading to the people who need such guidance as we can provide, and to achieve the distinction in format and editing which the content available is already beginning to achieve, the drastic improvement which our request envisions appears essential. It also appears to offer the likelihood of more rapid fiscal returns than any of the other projects proposed.

International Relations

Within the last few months a new organization, the Broadcasting Foundation of America, has come into being. It was formed principally by two former NAEB officers and committee workers. In explaining to us the reasons for its formation, these individuals stated that the reasons on which they had proceeded were based on the NAEB's apparent unwillingness or inability to meet the great need for American leadership which exists in the international program exchange area.

The NAEB's inability to meet the need in this area is, we must admit, a fact. In answer to invitations to the NAEB to provide speakers, consultants, judges and representatives to distinguished international broadcasting conferences, particularly in Europe, the NAEB's inability to provide funds for travel for its most logical representatives has resulted in our having to delegate, for representation, whoever could attend, or happened to be in Europe at the time: as Fulbright scholars, or individuals on sabbaticals, etc. Consequently, for many conferences, the NAEB has been embarrassingly inadequately represented. Opportunities for leadership of the highest order have been missed. And various other organizations, less acceptable to European broadcasting and educational leaders, begin to be accepted, reluctantly, as representatives of American education and educational broadcasting in such capacities.

In the few cases when the representatives we have been able to secure at little or no cost to the NAEB have been good, the resultant flood of letters and requests to us has been gratifying. The fine offices of several European broadcasting systems proudly display on their walls framed citations from the NAEB for programs they have provided the NAEB, at no cost to us. Our inability to repay them in kind, in even a few programs created specifically for them, which they would gladly broadcast, has met with a patience which reveals unusual understanding of the still prevalent

poverty of the newly emerging educational broadcasting movement in the U.S.

Among the inquiries received following each effort we have been able to make, are applications for membership, subscriptions to publications, and orders for materials we publish. Our Factsheets, TV Monitoring studies, and reports of seminars in production, writing and educational uses of television and radio have been distributed to scores of foreign scholars and addresses. Since the NAEB is unique not only in the U.S. but in the world the opportunities available for the development of both prestige for America and, on a long-term basis, for additional income, are factors to be considered in the NAEB's overall effort to achieve self-support. In this case, however, the immediate returns likely to accrue are less promising to the NAEB as such than for the overall reputation of the U.S. abroad, at a time when many nations are eager for the leadership we could provide if such modest funds as are requested were available.

HJS:cmg
December 31, 1958

January 7, 1959

Dr. Maurice F. Seay, Director
Division of Education
W. K. Kellogg Foundation
250 Champion Street
Battle Creek, Michigan

Dear Maurice:

In response to your letter of January 5, I shall explain informally and unofficially in this letter the various membership classifications. In addition, I'm attaching a slightly longer description which includes the definitions of the four main categories listed, as defined in our constitution. Our last two annual reports also provided some data on growth.

Presently we have:

- 1) 142 active members: institutions which have their own radio or television transmission facilities (stations).
- 2) 100 associate members: institutions with studios and regular schedules of broadcasts (as well as, since October, 1958, closed circuit TV educational installations), but no transmitters.
- 3) 63 affiliates: institutions or organizations engaged or interested in doing or promoting educational broadcasting. This includes many schools which don't yet qualify for either active (with transmitter) or associate (regular schedules) memberships.
- 4) 321 individual members -- a category which didn't exist until some two and one-half years ago. The category to which we now are devoting much of our attention and effort. Inherited upon the demise of the Association by Radio and Television, January 1, 1957.
- 5) 3 honorary: 2 former FCC commissioners friendly to education and Miss Judith Waller, NBC education director for many years.

6) 3 industrial associates: Motorola, RCA and General Electric.

7) 1 sustaining member: NBC

Active members cast 2 or 3 votes depending upon the number of transmitters operated.

Associate members each have 1 vote in the affairs of the Association.

Affiliates have no vote but participate in all discussions and other affairs of the NAEB.

Individual members vote only for the Director at Large who represents their interests on the NAEB Board.

The above categories are under continuous study and revision, as are voting procedures.

I hope this, with the attached, helps clarify the various types of memberships.

As an afterthought, I am attaching a copy of our October, 1957 Directory. This is now in process of revision, but it will give you a little idea of the listing of active, associate and affiliate members a year ago. A new one will be sent you as soon as possible to replace the one attached which, I repeat, is now largely out of date.

Sincerely,

Harry J. Skornia
Executive Director

hjs:rs
Enclosures

NAEB MEMBERSHIP CATEGORIES

(as defined in the NAEB Constitution)

Active membership - "Any university, college, school or other educational, cultural or public service agency, organization or association of recognized standing which is actively engaged in educational, cultural and public service, non-commercial broadcasting over a radio and/or television station or stations regularly licensed to it by the Federal Communications Commission, or holding a construction permit for such station or stations."

This classification of membership has existed since the formation of the organization (as the Association of College and University Broadcasting Stations) in 1925 and was restricted to those institutions, etc., owning and operating their own broadcasting facilities until 1934. At that time Active membership was expanded to include any college or university broadcasting regular educational programs, either over its own facilities or those of a commercial station. This was due to the increasing number of educational institutions broadcasting over commercial outlets who were reluctant to join the organization under limited membership. However, in 1938 Active membership was again restricted to those institutions owning and operating their own stations and those institutions broadcasting over commercial stations again became eligible only for Associate membership. It should be pointed out that holders of construction permits did not become eligible for Active membership until 1944. Also, until 1944 the word "non-commercial" did not appear in the Constitutional definition of Active membership, and stations owned by educational institutions, but operated commercially, were eligible for Active membership until 1944.

Associate membership - "Any university, college, school or other educational, cultural or public service agency, organization or association of recognized standing which is actively engaged in the production and broadcasting of educational, cultural and public service radio and/or television programs, and/or operating closed circuit television equipment regularly for direct instructional purposes." The eligibility for membership in this classification has changed during the years. When ACUBS was organized in 1925 an Associate category was established for "individuals interested in the general furtherance of educational broadcasting." In 1930 Associate membership was expanded to include any educational institution, i.e., institutions not operating stations, but individuals could still also belong in this category. Associate members were given all the privileges of Active members except the right to vote or hold office. (As noted above, between 1934 and 1938 institutions broadcasting over commercial stations were eligible for Active membership.)

Affiliate membership - "Any university, college, school or other cultural or public service agency, organization or association not eligible for Active or Associate membership but interested in or seeking to promote educational, cultural and public service broadcasting." This category was formed in 1952 and at that time also included individual members.

(Continued on Page 2...)

Individual membership - "Any individual engaged in educational broadcasting or in teaching broadcasting courses, or any individual interested in or seeking to promote educational, cultural and public service broadcasting." This category was added in 1956.

Growth in membership:

	<u>1950</u>	<u>1/1/54</u>	<u>1/1/59</u>
Active	67	107	142
Associate	38*	89	100
Affiliate	---	22*	63
Individual	---	---	321

* Includes individual members, relatively few in number, who were then included in this category. No statistics were kept of the exact number.

January 8, 1958

Dr. Maurice F. Seay
Director, Division of Education
W. K. Kellogg Foundation
250 Champion Street
Battle Creek, Michigan

Dear Maurice:

In reply to your letter of January 7: we are indeed already certified as a non-profit corporation, eligible to receive tax-exempt funds. Attached is a copy of the document which establishes this status.

All grant funds other than those from the W. K. Kellogg Foundation during recent years, have been given directly to the NAEB, rather than through the University of Illinois. It was our impression that grants through the University represented the procedure preferred by the W. K. Kellogg Foundation.

We're pleased to be able to send this information at once. Please let us know if there is anything else we can provide.

Sincerely,

Harry J. Skornia
Executive Director

HJS:jg
Enclosure

THE TRAINING PROGRAM OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

General Statement:

The NAEB has for many years conducted seminars, workshops and regional meetings, and given scholarships for the professional upgrading of members of the staffs of member institution stations and program production centers. These seminars have cut across all levels of operation and activity of staff members, and educational broadcast policy. At a time when the only staff members in commercial broadcasting who must meet specific qualifications are the engineers (who must be licensed by the FCC), the NAEB has been concerned with raising standards of social, educational and moral responsibility for those who plan and produce the program fare offered nationally, thinking this to be a more urgent problem than that of those responsible merely for its safe delivery into the homes and schools of America.

Specific Seminars and Workshops:

Besides some thirteen regional meetings, annual conventions, some 75 scholarships awarded for advanced study at accredited institutions at the graduate level, some 30 more grants-in-aid to educational institutions to help them set up better workshops and summer sessions (attended by some 600 individuals), and participation in the Fulbright and other international exchanges programs, the NAEB has since 1949 itself set up and conducted the following seminars and workshops (ranging in length from three days to three weeks), attended by 688 members of NAEB station and production center staffs:

1. 1949. First Allerton House (University of Illinois) Seminar (Rockefeller). For Policy Officers and Station Directors. Goal setting. Twenty participants plus 26 consultants, including such individuals as Dr. Donald Horton, Anthropologist; Dr. Paul Lazarsfeld, Sociologist; Dr. Howard McClusky, education and adult education specialist; Dr. Justin Miller, then President of the National Association of Broadcasters; and numerous research and communications experts.

Foreign specialists were also present from Denmark, Great Britain, Japan, Korea and the Philippines.

2. 1950. Second Allerton Seminar (Rockefeller). For Program Directors and Station Directors. Twenty-nine participants from the U.S. and Canada plus 23 consultants, including Dr. Walter Agard, Professor of Classics; Dr. Kenneth Benne, Professor of Education and Adult Education; Dr. Lee Cronbach, Professor of Educational Psychology; Dr. Kenneth Eudson, Fine Arts Dean; Dr. Richard McKeon, Professor of Philosophy; Dr. O. H. Mowrer, Professor of Psychology; Dr. Allen Nevins, Author and Professor of History; Dr. Robert Redfield, Professor of Anthropology; Robert Lewis Shayon, Radio-TV Critic and writer-producer; Dr. George Stoddard, Psychologist and then President of the University of Illinois; NBC News Commentator Clifton Utley; and representatives of UNESCO, Research and other organizations.
3. 1952. Allerton: School Broadcast Seminar (Kellogg). For those responsible for in-school broadcasting, principally radio. Twenty participants plus 16 consultants, including Dr. Harold Hand, professor of education; Dr. Benjamin Bloom, Examiner's Office, University of Chicago; Dr. Gordon Hullfish, Educational Philosopher; Dr. Wilbur Schramm, Dr. Fredrick Siebert and other communications and research experts.
4. 1952. First Educational TV Workshop (jointly with the JCET; Joint Committee on ETV) at Iowa State College (FAE: Fund for Adult Education). For (future) ETV Station Managers. Fifty-two participants plus some thirty consultants, and members of staff of staff of WOI-TV (first educationally-owned TV stations, then on the air). Consultants included the Honorable Paul A. Walker, chairman of the Federal Communications Commission, legal counsel from the JCET, and production and administration specialists.
5. 1953. Lincoln Lodge (Madison, Wisconsin) Seminar (FAE). For ETV Station Managers, Directors, administrators, educational directors, foundation representatives, and representatives of the ETRC (Educational Television and Radio Center) and the JCET. Direction-setting, policy and organization. Forty-five participants. Consultants included: Dr. Edgar Dale, Bureau Educational Research at Ohio State; Dr. Dale Harris, Director of the Department of Child Welfare, University of Minnesota, Dr. Harold Lasswell of the School of Law of Yale University, and other distinguished scholars, whose guidance we sought.

6. 1953. ETV Management Seminar (FAE) at Iowa State College. For ETV Station Manager's Policy, administration, organization. Nineteen participants plus management, legal, public affairs, and program consultants.
7. 1953. First ETV Production Workshop at the University of Illinois. (FAE) For ETV station and production center producers. Seventeen participants plus production consultants.
8. 1954. In-School Writers Seminar (Kellogg). For writers of in-school (principally radio) programs. At KSLH, St. Louis Public School Station. Twenty-one participants, plus consultants and KSLH staff. Consultants included Mrs. Gertrude McCance of the Canadian Broadcasting Corporation's School Service, and Professor Harold Hand, School of Education, University of Illinois.
9. 1954. Second ETV Production Workshop (FAE). For Producers and Production Supervisors. At Michigan State University. Twenty-six participants from the U.S. and Canada plus consultants and WKAR-TV (Michigan State) staff.
10. 1954. First ETV Engineering Workshop (FAE). For engineers involved in ETV station planning, installation, operation, and testing, and kinescope recording. Held in the New York area (with cooperation of General Precision Laboratories, RCA, Dumont and the commercial networks.) Twenty-seven participants plus industrial representatives and consultants.
11. 1955. Third ETV Production Workshop (FAE). At State University of Iowa's TV and Film Production Center. Thirty participants plus production, lighting, and graphics consultants and Iowa staff members.
12. 1955. Second ETV Engineering Workshop (FAE). At Michigan State (WKAR-TV). Emphasis on operational and testing problems and kinescope recording. Twenty-five participants plus some 20 industry consultants and Michigan State staff.
13. 1956. Radio Engineering Seminar (Kellogg). At Allerton Park, University of Illinois. Emphasis on tape recording and general installation, operation and testing procedures. Thirty-one participants plus consultants from such firms as Minnesota Mining Co., and various engineering firms and schools and WILL staff members.
14. 1956. ETV Staging and Lighting Workshop (Ford). At University of Michigan, for individuals responsible for staging, lighting, visuals, graphics and related procedures. Twenty participants plus professional consultants and University of Michigan Production Center staff.

15. 1956. ETV Program Planning Seminar (Ford.) Held at University of Wisconsin (WHA-TV). Basic balanced planning problems of individuals responsible for ETV station program policy. Twenty-seven participants plus consultants and WHA-TV staff members. Consultants included Dr. Clyde Kluckhohn, Anthropologist of Harvard University; Jack McGiffert of CBS "Camera Three"; Dr. Huston Smith, Professor of Psychology and Religion at Washington University, St. Louis; and Professor Peter Yankwich, Department of Chemistry, University of Illinois.
16. 1957. Radio Program Planning Seminar (Kellogg). Held at Allerton Park. Same as above, but in radio. Twenty-nine participants plus consultants. The latter included Dr. Joseph Gusfield, Department of Sociology, University of Illinois; Dr. Sydney Roslow, Director of the Pulse, Inc., (research firm); NAEB Legal Counsel Leonard Marks; and Dr. Robert Streeter, Dean of the College, University of Chicago.
17. 1957. ETV Management Seminar (Ford). At Allerton Park. The second of continuing series of problem-solving and policy-developing seminars of ETV Station Managers. Twenty-four participants plus representatives of JCET and ETRC and consultants, including research and subject area specialists.
18. 1957. ETV Research Seminar (Kellogg). This was the first bench-mark seminar for individuals in charge of research in educational TV stations and closed circuit installations. At Ohio State University. Twenty-three participants plus over twenty educational and research consultants and Ohio State staff members. Consultants included such distinguished scholars and professors as Dr. Reuel Denny, Dr. Benjamin Bloom, Dr. Ralph Tyler, and such Communication Research experts and directors as Dr. Herta Herzog, Dr. Franklin Knowler, Dr. Paul Lazarsfeld, Dr. John J. Scanlon, and Dr. Gerhart Wiebe.
19. 1958. Children's Program Seminar (Ford.) At Boston University, jointly with Agoos Foundation. Seminar for commercial station children's program directors. Twenty-one educational participants (from U.S. and Canada) plus consultants and Boston University and Lowell Institute staffs. Consultants included such experts as Dr. Urie Bronfenbrenner, Department of Child Development and Family Relationships, of Cornell; Dr. Arthur Lumsdaine, of the University of California; Dr. Frederick Sheffield, Professor of Psychology at Yale; Dr. Alberta Siegal of Stanford; Dr. Nathan Maccoby of Boston University; Dr. Eleanor Maccoby of Harvard; and Directors of Children's radio, TV and film programs from the U.S. and Canada.
20. 1958. TV Engineering Video Recording Workshop (Ford). Held in Chicago at member ETV Station WTTW. Problems of kinescope and preparation for video tape recording problems. Thirty participants plus consultants from all major industrial firms and WTTW staff members.

21. 1958. Conference on Educational Television (jointly with U.S. Office of Education), Washington, D. C. For educational leaders and administrators of the U.S., jointly with responsible policy personnel from U.S. educational television and radio, research specialists, audio-visual specialists, foundation representatives, and representatives of teacher organizations (NAEB funds). Seventy-five participants plus consultants and U.S. Office of Education staff.
22. 1958. Seminar on Instructional Uses of Television and Radio (Ford). Held at Purdue University. For those responsible for planning and coordinating in-school broadcasts and representatives of teacher-training institutions responsible for teaching methods courses. Twenty-six participants plus consultants and Purdue and NAEB staffs.
23. 1958. TV Instructional Seminar (Self-supporting). For administrative representatives of institutions doing ETV instruction, both broadcast and closed circuit, representatives plus consultants principally from teacher-training institutions, foundations and Purdue administrative, education and TV staffs.
24. 1958. (Third) ETV Management Seminar (Ford). Held at the University of Wisconsin. Thirty-two participants plus consultants from the AAUP, ETRC JCET, and members of the WHA-TV (Wisconsin) staff.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Proposed Budget - 1959

Income

Active Membership Dues:

TV - Class A - 13 @ \$150	\$ 1,950.00
TV - Class B - 2 @ \$75	150.00
Radio - Class A - 9 @ \$100	900.00
Radio - Class B - 35 @ \$50	1,750.00
Radio - Class C - 54 @ \$25	1,350.00
Combinations & Multiple Transmitters:	
14 @ \$200	2,800.00
1 @ \$175	175.00
3 @ \$150	450.00
3 @ \$125	375.00
2 @ \$100	200.00
1 @ \$75	75.00
1 @ \$50	50.00
Associate Membership Dues - 96 @ \$25	2,400.00
Affiliate Membership Dues - 60 @ \$15	900.00
Individual Membership Dues - 300 @ \$7.50	2,250.00
Industrial Associates - 3 @ \$500	1,500.00
Newsletter & Journal Subscriptions	1,400.00
Other Income	2,000.00

Total Estimated Income

\$20,675.00

Expenses

Administration - clerical, T & T, supplies, etc.	\$ 3,000.00
Promotion	600.00
Treasurer's office expense	600.00
Memberships - Prix Italia, ACE, EBU, CNO	1,000.00
Legal Counsel (retainer \$1,200)	1,600.00
Newsletter	1,800.00
Journal	3,000.00
Reserve	9,075.00

Total Estimated Expense

\$20,675.00

HEH:cmc
9/30/58

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

14 Gregory Hall

Urbana, Illinois

To: Professional Advancement Committee:

Earl Wynn
Vernon Bronson
R. Edwin Browne
James Day

Harry Lamb
Donley Peddersen
Carl Menzer
Robert Schenkkan

-and-

Finance Committee:

William Harley
Richard Hull
James Miles

Frank Schooley
Robert Schenkkan

From: H. J. Skornia

Date: January 5, 1959



Attached in (very obviously!) rough draft form, for your comments and reactions, is a first effort at the request we are to have in Kellogg's hands February 1. Your reactions and suggestions are earnestly invited.

Members of the Professional Advancement Committee will also receive, herewith, our (earlier) request to Kellogg and the additional data recently supplied at Dr. Seay's request, to supplement it.

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REQUEST TO THE W. K. KELLOGG FOUNDATION
FOR PROFESSIONAL ADVANCEMENT PROJECT

General:

It was in 1949, at the time of the NAEB's first Seminar, at Allerton House, that the first awareness began to crystallize in the Association of the broad and powerful responsibilities and potentialities which educational broadcasters, as a profession, must realize. Until that time the NAEB (which had from 1925 to 1934 operated as a loose association under the name of The Association of College and University Broadcasting Stations), had had as its major emphasis government relations and common management problems, as was to be expected of an organization operating principally as a protective association organized to halt the then current decimation of educational radio stations which were in danger of complete extinction. In the fifteen years between 1921 and January 1, 1937 the total number of educational station licenses in the U.S. had dropped from 202 to 37. And several of these, in desperate efforts to survive, were operating on a commercial or semi-commercial basis. The membership of the ACBS numbered only 20 stations in 1933, and by 1944 had risen only to 23 stations after the change of name of the organization.

In the late 1930's the NAEB, together with the U. S. Office of Education, had filed requests for the reservation of both AM and FM radio frequencies for education in order to protect educational services against commercial onslaughts which they were demonstrably unable to withstand. In its reservations of 1938 and 1940 the Federal Communications Commission finally set aside five channels in the "UHF" radio band (later designated as FM) for education. No reservations were granted for education in AM

radio (the "standard" radio service); the NAEB is continuing its efforts to secure such reservations for education.

In 1948, at the Annual meeting of the NAEB on the campus of the University of Illinois, NAEB President Richard B. Hull called upon the organization to raise its sights and become a more constructive force in education if it were to deserve support as a genuinely educational service. The trade press at that time carried conjectures as to whether the organization would be able to survive the ^{struggle between the} "status quo" and the "progressive" forces.

By a margin which was not as great as we would wish, the association voted to support new directions for the NAEB, and to seek Foundation support to assist in their achievement.

It also voted to request the reservation of television channels for education. In the ensuing few years, the NAEB was able to rally the support of other organizations for this effort, which culminated first, in the formation of the Joint Council on Educational Television, of which Mr. Hull was the first Executive Director; and secondly in the actual allocation for education of 257 channels in the TV spectrum.

Thanks to the efforts of Dean Wilbur Schramm of the University of Illinois, assisting the NAEB, funds were secured from the Rockefeller Foundation to hold the 1949 Seminar mentioned above.

At the time of this Seminar in spite of the allocation of FM frequencies for education, there was a growing and sober recognition of the fact that, like AM radio, FM might well again be "the light that failed." If the new stations, and the gradual resurgence of educational broadcasting in the U. S., were to be soundly based, it was apparent that firmer integration of educational broadcasting facilities into the total educational structure of the educational institutions which owned and operated them,

as bona fide educational instruments, was essential. The challenge which came out of this first seminar was essential ^{My:} to develop trained, educationally-sound professionalism at the management and staff level of these stations--- replacing the engineers, English and speech teachers and others who had initially first been "tapped" by their institutions to operate this "toy" or "public relations outlet." Many of the stations, up to this time, were operated by single departments of the institutions owning them. Their use as an instrument for tapping all the resources of the mother institution was only vaguely perceived. Many were essentially "amateur show" operations, barely distinguishable, except for the absence of commercials, from commercial stations. Unless a broader purpose was visualized for them, such stations did not deserve to survive.

Following the 1949 Seminar, a request was submitted to the W. K. Kellogg Foundation for funds to establish a national educational tape network and a national headquarters for the NAEB, with a paid permanent staff. It was with the granting of these requested funds that what had previously been only a dream began to become reality.

Within four years of the first grant, the NAEB Radio Network was self-supporting. The NAEB Headquarters, made possible by this grant, gave the NAEB the mechanism which made possible the business-like administration of other grant funds in the slow but steady climb of the association towards status as a respected service organization in educational broadcasting and the still slower progress towards achievement of the related role as the professional association of those responsible, as management and staff members, for the operation of educational radio and television facilities throughout the nation.

It is obvious that, before a profession can be developed, professional personnel must be created to fill it. During the past ten years, to this end, the NAEB has conducted some 24 Seminars and workshops

for the various types of personnel responsible for the educational broadcast facilities of the nation. These are outlined in the attached "Training Program of the National Association of Educational Broadcasters." This began the creation of the personnel potential for a professional Association. As will be noted, many of these seminars and workshops had to be conducted by the NAEB itself, because of the absence, in educational institutions, of courses and curricula for this type of training. In this role, however, the NAEB has sought to serve as a catalyst and guide to provide the stimulus for the introduction of such courses in the curricula of educational institutions, themselves. The results of this effort, particularly in the areas of production, are now encouragingly apparent. One of this object^{ive} is adequately achieved in other areas as well, in accordance with the high standards which the NAEB has sought to establish, by example, the NAEB can once again concentrate on the achievement of its role as a professional association of professionally-trained individuals. This will involve the development of standards and qualifications for individual NAEB membership as described later in this document.

Several other factors explain the delay in the achievement of this objective:

In 1957 the Association for Education by Radio and Television, at that time the only organization in existence in the United States which seriously sought to be the sort of professional organization described above, found itself in financial difficulties and unable to continue. Since this was the direction in which the NAEB was working, the AERT was merged with the NAEB, which assumed responsibilities for the AERT's Journal and functions. However, this inheritance presented considerable problems. The AERT had had no qualifications for membership other than the payment of an annual

membership fee. The members of this type of organization, therefore, as was natural, resisted the development of standards which would, in many cases, exclude them from membership. Moreover the NAEB was not itself in a sound enough financial position to develop and enforce standards which would decimate this membership, modest as it was, with the resultant decrease in annual membership payments, which are virtually the only source of funds for the principal publications and numerous other expenses (legal counsel, etc.) of the Association. Due largely to problems of a financial nature, this role has been delayed each year, and progress has been disappointingly slow and tortuous.

A second factor, which required careful consideration, was the development of closed circuit television in the U. S. on a scale not anticipated, in comparison with the development of actual broadcast station facilities. Those in charge of such facilities turned to the NAEB for guidance and assistance. But this raised basic questions within the NAEB. The NAEB Constitution made no provision for institutional membership by closed circuit installations. It was not until the October, 1958 Convention that the NAEB Constitution was amended to open the doors to this type of membership.

This in turn raised another question: were the teachers responsible for in-school courses of instruction, and utilization of these media, to find their home, too, in the NAEB as their professional association? Experimentally, before deciding this question, the NAEB conducted two seminars in 1958 for this type of individual, as well as for teacher-training institution representatives, and administrators of closed-circuit mother-institutions. It was not until these seminars were completed, and the reports and reactions of participants and consultants were in, that a decision could be made. This decision was that these people were indeed the type who should

be included in any definition of a professional association of individuals whose principal functions are using these media for educational purposes. The entire new concept of the profession which this opened up made us grateful that we had not previously established qualifications which might have excluded them. And, to date, there is no other organization to which they can turn for the experience, training, guidance and assistance they so urgently need. Unless the NAEB proves responsive to this challenge within the next few years, however, it is a virtual certainty that such individuals will either find their home with other organizations (we do not here refer to the perfectly natural membership of such individuals in such content-~~area~~ oriented areas as the American Association of Teachers of ~~Languages~~, English, (Science, Modern ^{Languages} etc., which we seek to encourage) or will form a splinter group of their own.

A final delaying factor has been the international role of the NAEB. Within the last two years individuals from the NAEB have been invited to serve as speakers, judges, and consultants at various educational conferences abroad, including Canada and Latin America. Since the NAEB is unique internationally as well as in the United States, educators and educational broadcasters of these nations naturally inquire regarding membership by them in the NAEB. Thanks to the efforts of various NAEB representatives, for example, educational television is on the threshold of realization in Canada, Venezuela and other nations. No great obstacles are foreseen which would permit membership by them in the NAEB until developments and growth warrant the formation of their own organizations, or possibly a new international role for the NAEB eventually. However, a sobering responsibility is placed on the NAEB to make sure that standards and qualifications ^{established} ~~set~~ for educational broadcasters will be as carefully designed and as professional in nature as the best minds available can make ^{them} ~~the~~. The NAEB's

role as the leader in the birth of a new profession requires at least the utmost in responsibility, even though already-existing recognition of its role is a tribute to what it has done so far. How far there is yet to go is most apparent only to those in the NAEB who are seeking to develop necessary standards in time to meet the need. For this reason, not only educators of the United States but also those in such organizations as UNESCO, and other international scholars are being consulted in the gradual development of what we hope will be a sound foundation for what we believe will one day be a recognized, respected profession, policing itself as rigorously as the professions of medicine, dentistry or law. The possible indirect influences of such a development on the commercial media, as well, are obvious.

In the request presented herewith, we have attempted to demonstrate the responsibility incumbent upon us. Although the NAEB would be the central, coordinating agency in the project proposed, the minds and counsel required, will be those from all the disciplines which education encompasses, as well as (and perhaps principally) ^{the} cooperative efforts ^{of} teacher-training institutions on whom, eventually, must rest the burden of developing in teachers the understandings and skills required to cope with the advantages and strengths, as well as the limitations, of electronic communications instruments as basic core educational instruments.

At a meeting December 5-6, 1956 of the NAEB's Professional Advancement Committee, with the President-elect and the Executive Director, an effort was made to develop the steps to be taken in this project. At that time it was felt that, in spite of the steps already taken, considerably more pre-preparation was necessary prior to formalizing our request. It required careful discussion, for example, with responsible representatives of the American Association of Colleges for Teacher Education and other

similar groups, to insure responsible educational standards; ^{to} and insure against any unilateral projects which might dislocate responsible efforts already being made by other groups; and to avoid steps which might crystallize opposition to the uses of, or the development of training in the uses of, these new electronic media. It was felt desirable to secure the reactions of the Deans of Education, or the responsible heads of teacher-training institutions which might be called upon to cooperate with the NAEB in this nation-wide pilot project, which we hoped would set standards for courses in hundreds of such institutions within the next ten years.

At the time of this early December meeting, it was the consensus that the NAEB ^{might suggest that} ~~should invite~~ the W. K. Kellogg Foundation, with its background in the broad educational area, ~~to~~ convene a small meeting of selected Deans and others who would be involved, to discuss with representatives of the Foundation and the NAEB the full implications of this project, including its acceptability and the various pitfalls which it should avoid. As an alternative to this step, if the W. K. Kellogg Foundation preferred, the NAEB would itself seek to secure (possibly from the Foundation) funds to hold such a meeting, with representatives of the Foundation and distinguished educational leaders, of the type described above, to serve the same purpose. The meeting described would precede grant consideration by the Foundation, and would go over the proposal step by step to insure maximum likelihood of success.

However, in view of the time which has been required to bring this project to its present state; the suggestion by Dr. Sasy of the Foundation that it should be submitted by approximately February 1; and the favorable reactions received to date to our proposal from the various responsible educational leaders to whom it has been submitted, it is our feeling that, if necessary, it could be submitted without waiting for the

meeting suggested above. In this case ^{this} ~~it~~ could, if the Foundation would consent, be considered as in draft or tentative form, to enable the Foundation to consider the merits of the proposal in broad terms, in the hope that some tentative allocation of funds might be made by the time such allocations must be made by the Foundation in its long-term planning. In this case the first meeting might be held, under whichever auspices the Foundation prefers, either ^{under} ~~as~~ a separate small grant or ^{under} ~~as~~ an advance on the overall proposal, with the understanding, of course, that no further obligation would be incurred by the Foundation, pending the outcome of this meeting.

Such a meeting would of course be only one of several seminars, work-sessions, demonstration-sessions and other projects as outlined in the grant request itself. One of the first of these other meetings would involve assembling the best authorities available from other such organizations as the American Association for the Advancement of Science, UNESCO and others with related experience and broad background, to begin the intensive study and drafting necessary to establish eventual qualification categories for membership in the NAEB as a professional association.

In this connection it will be noted that the individual membership of the NAEB, being a relatively new category, numbers less than 400 individuals. The potential is probably on the order more nearly of 5,000 to 10,000 at present, including staff members of NAEB active members and closed circuit installations, with the large number of teachers, actively engaged in TV and radio teaching and utilization, which are involved. During the interim period while standards are being developed, it is expected that this individual membership category will continue to increase gradually, in spite of the absence at present of such standards. Eventual standards, to be developed, can probably not be made retro-actively effective.

However, during the period of the proposed grant project, it is our hope that the status and qualifications of educational broadcasters will become increasingly important to educational administrators. This is in turn related to the effort of the NAEB to achieve self-support.

During the past year the NAEB has experimented with self-supporting workshops and seminars. It will continue to do so. However, on the basis of present experience and inquiries it appears that a charge of approximately \$100.00 for a workshop is the maximum that can be charged, and that the present ability of teachers to pay, or the present evaluation of funds which schools are willing to make available, is more nearly of the order of \$50.00 as the "ideal" registration charge which could be counted on at the present state of recognition of broadcasting as a profession. This contrasts sharply with the \$500.00 charged by the National Association of Broadcasters (NAB), the association of commercial stations of the United States, for two-weeks management and other seminars. Considerable subsidy seems inevitable if the NAEB is to raise the local status of educational broadcasters to the level of other employees of educational institutions, whose importance to the whole institutions' functions is recognized sufficiently to justify more expenditure on the part of the institution for in-service training, conferences and related activities.

Finally, before presenting the specific request ^{in final form,} it is our belief that we should make clear some of the respects in which the sort of training which the NAEB visualizes as essential to teacher-training and educational station staff training, differs from that which would prevail without the NAEB's assistance and leadership.

In the first place, the NAEB sees television and radio as inseparable. No other organization, to our knowledge, has through the years so stubbornly insisted that there are essentially equal roles for both media to play, if the educational needs of the nation are to be served and the

realities of educational financing are to be faced. Therefore these two electronic media, with such related potential developments as facsimile, multiplexing and stereophonic broadcasting, are approached together, rather than separately, in isolation, or unrelated to all the other materials of instruction which are available.

In this connection, maximum use of television and radio for education requires the maximum possible knowledge of films and all other audio and visual aids, as well as of the learning theories involved in the uses of any "tools" for teaching. The utmost cooperation with all other organizations would be requisite to the approach to be taken in the development of teacher-training courses, particularly, in this field.

Secondly, virtually all the instructors of courses which currently attempt to teach the uses of these media seem oblivious to the basic differences in the effects of the media, regardless of content. The approach visualized by the NAEB is best described in the article by Dr. Marshall McLuhan in the December issue of the NAEB Journal, attached herewith. A clear understanding of the basic nature of the electronic media, so different in their effects and potentials from the printed media or even the film, is the foundation which must precede "techniques" instruction, if these courses are not to become merely orientation in the use of gadgets.

To presume to describe the peculiarities of the electronic media in depth in this document would be impractical. It is hoped that the approach outlined in the article of Dr. McLuhan, who would serve as ^aconsultant to this project, may suggest the directions in which we feel any courses in the uses of the electronic media must be guided if maximum value from their use is to be realized.

PROPOSED PROJECT AND BUDGET

A. The Coordinator and his functions:

The proposed project would be coordinated by a Coordinator of Professional Advancement, whose functions are outlined below. This procedure has proved practical in the past for the NAEB in the development of such other projects as limited term projects in Research and Engineering.

This Coordinator would be an educator of recognized standing. Although he would be appointed by the NAEB Board and would be responsible to the Board through the Executive Director, suggestions for candidates for this limited term appointment would be sought from various organizations and individuals outside the NAEB, notably from institutions scheduled to cooperate with the NAEB in this project. It is felt that a qualified individual could not be secured for a limited appointment for less than the sum mentioned here.

Necessary qualifications for this individual will become clearer as we list his functions. This coordinator will:

- 1) Coordinate the work of consultants secured to develop individual membership qualifications in the NAEB, as a working committee.
- 2) Plan and implement the other workshops, conferences and meetings listed here, including handling relations with appropriate institutions and individuals, adequate reporting thereof, etc.
- 3) With the chairmen of appropriate NAEB Committees (Professional Advancement, Membership, etc.) develop an intensive program for the development of the esprit de corps on which professionalism must rest.
- 4) Travel as necessary for supervision of consultants and regional meetings --- and for representing the NAEB, as

necessary, at the meetings of other professional groups. It is expected that the coordinator would be paid approximately \$15,000. per year and a secretary for him approximately \$5,000. (including in both figures retirement, workman's compensation and ~~other~~ ~~allowance~~, etc.)

B. Seminars and other Meetings:

Tentatively envisioned so far are the following meetings and types of meetings. Finalisation of details would be withheld pending appointment of the Coordinator to implement them:

- 1) A group of representatives of the schools of education and/or teachers, colleges cooperating in the project who will serve as the advisory committee of the Project. \$5,000. per year for 2 meetings per year.
- 2) A Seminar of qualified Consultants to develop professional standards. This would be perhaps 6 to 10 individuals, for whom a consultant fee and travel would be paid for perhaps two three-day meetings per year. Budget, including travel, approximately, \$5,000. per year.
- 3) Two National Seminars per year, principally for those who would teach the teacher-training courses in radio and TV production and utilization from the 6 (at first) to 20 (eventual), cooperating schools of education and teachers colleges involved in the project. Including outside Consultants (e.g. Marshall McLuhan, mentioned earlier): \$6,000.00 each, for a total of \$12,000.00 per year.
- 4) Four to six local/regional seminars, on as near a self-supporting basis as possible. Registration fees of from \$50.00 to \$100.00 would be charged. NO Travel would be paid. Since these would be local or regional, it is our belief that the costs of travel would not be the

inhibiting factor which they would constitute for national meetings. The NAEB's contributions would be limited to reimbursing cooperating institutions for actual expenses, paying for necessary consultants, reports and demonstration materials and expenses. Estimate: \$1,500. per workshop for a total of \$6,000. per year. All income would be used to reduce the actual grant expenses used for this purpose. A gradual effort would be made to make these increasingly self-supporting, through the life of the project.

These workshops and Seminars would also be principally, but not exclusively, for teachers and teacher-trainers. Some of the other emphases, as indicated, would be in the fields of graphics and visual aids; script planning and writing; production; series planning; and evaluation.

C. Consultants and other expenses:

5) Besides the above workshops, qualified consultants would be provided each of the cooperating institutions and/or the teachers of such courses as will be developed under this project; these services would be provided particularly at the beginning of the year, but the coordinator would have the responsibility of seeing that these schools are serviced as necessary, throughout the year, to insure the availability of maximum resources and standards in the initial stages of this project. Estimated consultant fees (at \$50.00 to \$100.00 per day) plus travel: \$6,000.00 per year.

6) In the professional development efforts of the NAEB, complimentary copies of the Newsletter, the Journal and

other professional advancement materials of the NAEB would be distributed to national educational leaders during the period of this project. The estimated cost per year of this printing and distribution is \$6,000.00. (This item is subject to elimination or reduction if the Materials Distribution portion of our Request #2 of October 23 is granted.)

- 7) Supplies and Expenses (including reimbursement to cooperating institutions, when necessary for special reports, and actual expenses beyond those normally budgeted) for the Coordinator's office and the project, per year: \$7,000.00

- 8) Travel: of the Coordinator, the Executive Director or other NAEB officials as required for implementing this project, per year: \$5,000.00

Budget Summary - per year (first year):

1. Coordinator	\$15,000.00
2. Secretary	5,000.00
3. Advisory Committee Travel and per diem (if necessary)	5,000.00
4. Professional Standards Committee	5,000.00
5. Two National Seminars	12,000.00
6. Four to six local-regional Seminars	6,000.00
7. Project Servicing Consultants (travel and per diem)	6,000.00
8. Complimentary materials distribution	6,000.00
9. Supplies and Expenses (Coordinator's office)	7,000.00
10. Travel: Coordinator's office and general project (not otherwise covered)	5,000.00
Totals per year: first year	<hr/> \$72,000.00
Five year total -	\$360,000.00

However, it is estimated that items 3 through 8 could each be reduced by \$1,000.00 per year for each of the five years for which the project is proposed. In that case the budget would be as follows:

1959-60	\$72,000.00
1960-61	66,000.00
1961-62	60,000.00
1962-63	54,000.00
1963-64	48,000.00

Five year total-\$300,000.00

NAEB HEADQUARTERS
14 Gregory Hall
Urbana, Illinois

TO: NAEB BOARD OF DIRECTORS, 1959 and 1960 CONVENTION COMMITTEES

FROM: Harold E. Hill

DATE: January 13, 1959

Below, as collated by our "retiring" secretary, Mrs. Judith Gans, are the results of the questionnaire which was sent to all those who attended the recent Omaha convention. We have found information of this sort to be quite helpful in planning conventions, because it provides the "planners" with first-hand information about what those attending the convention would like to have. We believe the 1959 and 1960 committees can use this information to advantage.

The returns this year were few. Out of the 227 or so people listed on the registration sheet, only 92 questionnaires were received at Headquarters. The results are listed below:

1. HOW WOULD YOU CLASSIFY THE CONFERENCE?

46 Very Successful
39 Moderately Successful

2 So-So
5 Didn't Answer

Comments were:

There was too much of a gap between the "oldtimers" and the "newcomers" and it was suggested that in the future newcomers be issued distinguishing badges. Giving these badges to the oldcomers, as was the case at the Convention in Omaha, doesn't help the newcomers in the least. Other than that, the general consensus was that it was pleasant meeting everyone and socially the convention was a huge success.

With the exception of 6 people (2 said it was too long, 2 said too much was planned at the same time, 1 thought it lacking in inspiration and 1 thought it just plain dull), nearly everyone returning a questionnaire commented on the wonderful organization of the convention and mentioned it was certainly worthwhile.

Two persons thought the speakers good. The majority however, didn't agree. Other opinions were "radio still slighted," "need more meetings relating to specific problems," and "too much time spent in political maneuvering."

2. WHAT DID YOU FEEL WAS THE MOST EFFECTIVE PART OF THE CONVENTION (IN ORDER OF PREFERENCE)

60 Business Sessions
231 General Session Speakers
17 Other

215 Informal Discussions
217 Briefing Sessions

Comments:

Business sessions too cut and dried, special paper and project reports excellent, sessions should be better timed. These are a few of the comments made in this section. Many expressed regret at not being able to stay for McLuhan-Ruhe talk due to travel reservations. One man who was able to stay said that "the McLuhan-Ruhe session was worth the price of the whole convention."

3. WHAT SUGGESTIONS WOULD YOU MAKE FOR IMPROVING FUTURE CONFERENCES?

Although eleven didn't answer, most everyone who did agreed that better speakers would be a definite improvement. McLuhan and Ruhe were specifically mentioned as being the type of speaker members would like to hear. It was suggested that these two men speak in Detroit -- on the FIRST day, not the last.

A few people suggested a shorter convention but more people it seems would prefer more time. Thus, a more relaxed atmosphere could be maintained throughout the entire convention.

No concurrent sessions, avoid late evening sessions, more consultant-table sessions, more auditioning time etc. Also, it was suggested that the Headquarters people make themselves available more frequently instead of being in constant meetings. An in-school meeting was requested, newcomers should be more cordially received and so forth.

4. WHICH DO YOU THINK ARE THE MOST EFFECTIVE?

65 Annual national conference 25 Regional conference 2 Undecided

(The following paragraph is from last year's report. The feelings regarding this question are exactly the same as they were one year ago.)

"As you can see, the annual convention has quite an edge over the regional conference. However, in nearly every instance, the person selecting one or another qualified his choice by saying that he thought it every bit as essential to have both, if possible."

5. HOW CAN WE MAKE THE EXPERIENCES OF THIS CONFERENCE MORE MEANINGFUL TO OUR ORGANIZATIONS AND COMMUNITIES?

As was the case last year, everyone stressed the publishing of the various reports and transcripts. Some suggested that this be done on tape and distributed. Again some commented on the need for more publicity before and after the Convention. Better attendance was another point brought up. These were all mentioned at last year's meeting too.

5. DID YOU FEEL PERSONALLY INVOLVED IN THE CONFERENCE?

70 Yes

20 No

2 Didn't Answer

Those who didn't feel personally involved in the convention were usually newcomers. One man commented that it was HIS fault. He said as he was a newcomer he should have tried harder! I think it was up to the old-timers to make all newcomers welcome .. not up to the newcomers to make themselves welcome.

7. DID YOU FEEL THAT THE CONFERENCE SCHEDULE WAS TOO HEAVY?

21 Yes66 No5 Didn't Answer

8. WHAT WAS YOUR REACTION TO THE COMMERCIAL EXHIBIT?

41 Good Idea38 Should be enlarged7 Not needed11 No reaction

Comments:

Nearly everyone was impressed with the exhibits. We've had a few letters from the exhibitors expressing delight in the reactions they received and mentioning a willingness to exhibit at the convention in Detroit. Quite a few questionnaires mentioned the good coffee!

9. WERE YOUR CONVENTION EXPENSES PAID BY YOUR INSTITUTION OR STATION?

22 Yes28 In Part5 No3 Didn't answer

To: New NAEB Board Members
Graydon Ausmus
Keith Engar
Raymond Eurlbert
James Miles
John Schwarzwald
Duff Browne
Kenneth Harwood

cc: William Harley
Jack McBride
Robert Schenckan
Robert Coleman
Frank Schooley
E. A. Hungerford
Gertrude Broderick

From: Harry J. Skornia



Date: January 13, 1959

Herewith, as backgrounding on particularly our Kellogg and Hill-Elliott relations, are recent requests and documents on those subjects, as listed at the end of this note.

You will also, in a few weeks, receive the budget report of our financial status as of December 31, for Headquarters and the Network. The general fund report, on monies handled by NAEB Treasurer Bob Coleman, will probably first be distributed on or about dates adjacent to the IERT (May 6-9), which is when the next NAEB Board meeting will be held. The exact date will be announced later.

Since the two regular Board meetings of the NAEB each year are held in connection with the IERT, and at our own Convention, the NAEB does not attempt to pay the full travel expenses of Board members for these meetings. There is \$1,500 budgeted as a travel item for cases where the Board member would otherwise have to travel at his personal expense. In such cases, up to the limit of funds available, we have, where necessary, paid travel for the Board member(s) concerned to either the IERT (Columbus), or the NAEB Convention.

At present, of the \$1,500 budgeted from Headquarters (Kellogg) funds, there is a balance of only \$398.18, due to the special board meeting held last June (vouchers were not received and processed until after July 1, which was in the present fiscal year). If you will definitely need to have your expenses to either Columbus (in May) or Detroit (in October) during the current calendar year paid by the NAEB, please let us know as soon as possible. If necessary, the Board can, if it feels this necessary or desirable, obligate reserve funds from the Non-Kellogg budget (described below), administered by Treasurer Robert Coleman, for this purpose.

This raises the question about where NAEB funds are kept and how they are administered. We'll try to explain this, herewith, very briefly.

At the University of Illinois we have two funds. The first, called Trust: NAEB, is basically for the Network operation. Income for this fund comes from Network fees, sale of publications, dubbing and sale of tape recordings, mailing and handling charges, and reimbursable services (which generally means administrative charges for work done by the staff in connection with funds handled by Coleman). All expenses of the Network operation are paid from this fund. In addition, \$4,100 per year is currently being transferred from this fund to Trust: Kellogg (explained below) in accord with our agreement with Kellogg that we should contribute earned income to the operation of Headquarters. Also, starting with the 1957-58 fiscal year, \$1,500 per year is taken from this fund and put into a "Reserve for Replacement of Major Equipment" (Duplicating equipment, primarily). This fund has managed to show a balance, sometimes fairly large, sometimes small, at the end of nearly every year recently. This has enabled us to build up, in Urbana, a general reserve for future Headquarters and Network operations in case this becomes necessary.

The other fund handled in Urbana, called Trust: Kellogg, receives as income the annual Kellogg grant, plus the \$4,100 mentioned above (transferred from Trust: NAEB). This fund is used to support the Headquarters operation, provide travel funds (for committees, officers, staff, Executive Committee and Board), and provide funds for Regional meetings. (Until this year it also provided for one Seminar a year. There were no funds for this year since last year the Foundation agreed to give us twice the normal amount so that we might hold the Research Seminar). Any balance remaining in this fund at the end of a fiscal year is deducted from the following year's grant from Kellogg. (Details of both of the above accounts will be explained in the financial statements for December 31, which will be forwarded to you as soon as possible after receipt of the necessary "papers" from the University Business Office.)

Treasurer Coleman handles all other funds -- income from dues, Newsletter and Journal subscriptions, sale of albums, and all funds received from sources other than the Kellogg Foundation. In general these are divided into two accounts. One of these receives income as indicated above, other than fund grants, and the expenses from this fund are regulated by the Board, mainly through annual approval of what is called the "NAEB" budget, to distinguish it from the budgets handled through this office. Fund grants are handled separately by Treasurer Robert Coleman and an accounting is kept of the income and expenditures for each fund project. 5% of each grant is transferred to the general account discussed above to cover administrative costs. Mr. Coleman also has a general NAEB reserve fund which has been built up gradually over the years. Sometimes the Board makes special appropriations from this fund. In general, any balance left from the operating budget at the end of the year is transferred to this reserve, and any deficit in the operating budget would be covered by transfer of funds from this reserve.

Copies of the NAEB budget, discussed above, as approved by the Board in Omaha,

are attached for your information. It should be pointed out that this budget is handled on a calendar year basis - since the primary source of income is from dues which are on a calendar basis - while the Trust: Kellogg and Trust: NAEB funds, which are handled through the University of Illinois, are on a fiscal year basis, July 1 - June 30.

Finally, for those cases when you do travel at NAEB expense, we might avoid confusion by explaining those procedures.

THIS Information is only for future use. Simply file attached items 4 and 5 for now. Don't use or send us either the tax exemption certificates or vouchers attached until travel at NAEB expense is authorized.

When you travel on NAEB business, you will (unless specifically informed otherwise, that it's from NAEB general and administrative funds, which must be specifically appropriated in advance by the Board) be travelling tax exempt. Reimbursement is made following our turning in for you a University of Illinois Voucher. Payment is made on the basis of actual expenses incurred -- not on a per diem basis. If you use your car, as is practical for short distances, reimbursement is on the basis of 6¢ per mile.

In order for you to purchase tax exempt transportation, you'll need University of Illinois tax exempt certificates (sample attached). On these you list yourselves as "NAEB Board."

I'm also attaching for each of you (for information only, at present) a set of travel vouchers. When expenses are authorized you sign these at the top right where it says "Signature of payee," on both copies 1 and 2, and return all copies to us. We can't get payment of hotel bills, sleepers or extra fare reserved seats (on trains) unless you send in stubs and/or receipts. For any miscellaneous item for over \$3.00 you must also turn in a receipt. This is the State of the recent Hodge scandals -- so accountants are tough.

However, you only sign the voucher (copies 1 and 2). Don't type or write anything else on it. We hold it here until you send in, in a note or letter with receipts attached, the statement of your expenses. We then type it up for you on your signed vouchers. That way if there are problems or "bugs" in what you send in we can work it out without the delay of sending it back to you.

Other items will begin coming to you regularly. These will include a proposal, still in draft, to Kellogg; another to Hill-Elliott; our final report to Ford, etc. I have also asked former Secretary Boyter for either the ditto stencils or additional copies of the minutes of the last Board meeting. As soon as these are received, I'll get copies to you. If we have to cut new stencils on these, there may be some delay.

With what Bill Harley will be passing on to you I hope we'll soon have you feeling that you know the background you need on our current status. If not, please let us know. We'll do our best to answer any reasonable questions.

Enclosures

1. Kellogg letters and documents of:
 - a) October 23, 1958
 - b) December 31, 1958
 - c) January 7, 1959
 - d) January 8, 1959
2. Hill-Elliott documents of:
 - a) October 24, 1958
 - b) November 21, 1958
 - c) November 24, 1958
 - d) November 25, 1958
3. "The Training Program of the NAEB"
4. Sample: University of Illinois Travel Voucher (Hold)
5. Sample: University of Illinois Tax Exempt Certificate (for purchase of transportation) (Hold)
6. NAEB Proposed Budget - 1959

hjs:rs

P.S. Those who have not already received it will be receiving appropriate stationery in a few days.

C O P Y

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

CONCERNING TITLE VII,
NATIONAL DEFENSE EDUCATION ACT OF 1958

The program established in the Office of Education to implement Title VII of the National Defense Education Act of 1958 (P.L. 85-864) is making progress. A New Educational Media Branch has been established within the Division of Statistics and Research Services; staff recruitment has begun; and the Advisory Committee on New Educational Media has been appointed. At its first meeting held December 17-18, 1958, the Committee established basic policy and procedures, gave preliminary attention to research proposals thus far submitted, and approved a number of initial steps necessary to implement certain dissemination activities. February 1, 1959, was established as a cut-off date for proposals to be considered at the second meeting of the Committee, scheduled for March 5-6, 1959. All applications now on hand, along with those submitted before February 1, 1959, will be carried forward to the next meeting, and will be eligible for formal action at that time. Proposals submitted later than February 1, but before April 1, 1959, will be scheduled for evaluation at the third meeting of the Advisory Committee to be held on May 11-12, 1959.

The main purpose of this letter is to bring to your attention information which you may find helpful in the preparation of applications for grants for the support of research projects. This is contained in three attachments as follows: (a) instructions for the Preparation of Applications for Grants, (b) Criteria for the Evaluation of Proposals for Research, and (c) Some Questions and Answers Relating to the New Educational Media Program. These documents have been reviewed by the Advisory Committee. Also included in this mailing is a press release, dated December 3, 1958. Although somewhat dated, this contains pertinent information regarding the organization of the New Educational Media Program and the names of the members of the Advisory Committee.

We feel very keenly the urgency of getting information to the field. For this reason, we are indebted to the many organizations and individuals who have assisted in distributing information which has been available thus far. We are also grateful to many colleagues in the field for raising questions and suggesting needed information. We hope the accompanying attachments will be helpful.

Kenneth D. Norberg
Program Consultant
New Educational Media

Enclosures

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington 25, D.C.INSTRUCTIONS FOR PREPARATION OF APPLICATIONS FOR GRANTS TO SUPPORT
RESEARCH PROJECTS UNDER THE PROVISIONS OF TITLE VII OF THE
NATIONAL DEFENSE EDUCATION ACT OF 1958

Under the provisions of Title VII of Public Law 85-864, 85th Congress, grants-in-aid may be made to public or private non-profit agencies, organizations, and individuals for research and experimentation in more effective utilization of television, radio, motion pictures, and related media for educational purposes. Such research and experimentation must be of value to State or local agencies in the operation of public elementary or secondary schools, and to institutions of higher learning, and may include the development of more effective techniques and methods--(1) for utilizing and adapting motion pictures, video tapes, and other audio-visual aids, filmstrips, slides and other visual aids, recordings (including magnetic tapes) and other auditory aids, and radio or television program scripts for such purposes; (2) for training teachers to utilize such media with maximum effectiveness; and (3) for presenting academic subject matter through such media.

General Instructions

1. Method of applying. The first page of the application must show the following information in the order indicated:

APPLICATION TO THE COMMISSIONER OF EDUCATION, U.S. OFFICE OF EDUC.
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR A GRANT TO SUPPORT
A RESEARCH PROJECT UNDER THE PROVISIONS OF TITLE VII OF THE
NATIONAL DEFENSE EDUCATION ACT OF 1958 (P. L. 85-864)

Submitted by: (Name of institution or agency)
Address: (Address of institution or agency)
Telephone number: (Telephone number of institution or agency)
Initiated by: (Full name and position of the individual who is initiated the project, ordinarily the director or chief investigator)
Transmitted by: (Full name and position of the official who is approving the transmittal of the application. This must be someone in a position to assume such authority and to commit the institution or agency to the undertakings projected in the proposal)
Date: (Date of approval)

In addition to the typed names, the proposal should be signed by both individuals on the original or master copy.

2. Mailing address for applications: Send all applications directly to;

Program Consultant
New Educational Media Branch
Office of Education
U.S. Department of Health, Education, and Welfare
Washington 25, D.C.

3. Length of application. Normally an application runs from six to eight pages in length. It should not exceed 12 pages except in exceptional cases.

4. Number of copies required. The application should be typed or otherwise reproduced on white paper of standard size on one side of the sheet. Since all applications are submitted to the Advisory Committee on New Educational Media for review, 30 copies are required.

5. Suggestions. It is desirable that the applicant submit an application as soon as it is prepared in order to allow as much time as possible for processing. There is no need for the application to be accompanied by covering letters or other communications endorsing the project.

Outline of Content

Follow the outline given below in describing the proposed project so that the Advisory Committee may have adequate information upon which to base an objective evaluation. In preparing the description, identify each section by using the number and the underlined words in each item given below:

I. Project title. The title should be concise, descriptive, and specific as possible. Avoid technical terms that are obscure.

II. Problem. Give a brief statement of the problem. Explain its importance in the field of education and explain the significance of the proposed research. Briefly review other related research, citing publications, and suggesting ways in which the study proposed will advance knowledge in the field.

III. Objectives. State the specific questions to be answered or the hypotheses to be tested.

IV. Procedure. Describe clearly the proposed plan of attack. (The following information will not apply in those cases where the proposed research does not fall within the category of controlled experimentation involving standard statistical procedures.)

a. General method and/or experimental design.

1. Controls. If one or more control groups are involved, indicate their origin, composition, and purpose.

2. Sampling plan and procedure. Describe the population on which the study is to be based and tell how the sample is to be taken.

- b. Data--types to be gathered and methods to be used. Describe questionnaires, interview guides, tests, and inventories. Describe unpublished research instruments in some detail.
- c. Methods of statistical or other analysis.
- d. Approximate time schedule.
- e. Expected end-product.
- f. Publication plans.

V. Personnel. Give the name, title, and a brief statement of the research experience of the principal investigator and other key personnel.

VI. Facilities. Indicate briefly the special facilities and other similar advantages available at your institution or agency for the project as proposed.

VII. Duration. Estimate the total time required for this project as follows:

Total amount of time required: xx years; xx months

Beginning: (Date) Ending: (Date)

Budget and Financing

Start this section on a new page. Amounts should be rounded to the nearest dollar.

VIII. Budget. Make a tabular presentation showing the expenditures which will be involved in the project throughout its entire period. The sum of these itemized costs will be the total cost of the project for all years. Then indicate the amount to be contributed by the institution or agency, and that available from other sources, if any. This will yield the "Total non-Federal support of project." The difference between this and the "Total cost (all years)" will constitute the amount designated as "Federal support requested."

Budget

Category	cost
Personnel (List all position titles, approximate per annum salaries, whether full or part-time, length of employment)	XXXXXXXXXXXXX
Services (Itemize such expenses as statistical services, etc.)	XXXXXXXXXXXXX
Supplies and materials	XXX XXXXXXXX
Other (Specify essential travel, communications, etc.)	XXXXXXXXXXXXX
Total cost (all years)	<u>XXXXXXXXXXXXX</u>
Funds to be supplied by	
Institution or agency	XXXXXX
Other sources (Specify)	<u>XXXXXX</u>

Handwritten mark

Budget (Continued):

Total non-Federal support of project	XXXXXXX
Federal support requested (Total cost less	
non-Federal support)	XXXXXXX

IX. Other support. (a) In a separate paragraph, indicate whether this research proposal has been submitted to any other agency or organization. (b) Is this an extension of or addition to a previous project supported by the Office of Education?

X. Estimated cost to Federal government by fiscal year. Expenditures are not usually made at a constant rate throughout the course of a project. Therefore, make a tabular presentation similar to the table below which will show estimated distribution of the Federal funds requested by fiscal year. A Federal fiscal year begins on July 1, and continues through June 30 of the following year, which is the year for which the fiscal year is named. Thus, fiscal year 1959 runs from July 1, 1958 through June 30, 1959.

Federal Funds Requested

Category	Federal funds requested
Fiscal year 1959	\$XXXXXXXXXXXX
Fiscal year 1960	XXXXXXXXXXXX
ETC.	XXXXXXXXXXXX
Total cost (all years)	\$XXXXXXXXXXXX

Abstract

XI. Prepare a brief abstract (approximately two pages, doubled spaced) in the following form. This is to be separate from the proposal and submitted in 30 copies.

APPLICATION TO THE COMMISSIONER OF EDUCATION, U. S. OFFICE OF EDUCATION,
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR A GRANT TO SUPPORT
A RESEARCH PROJECT UNDER THE PROVISIONS OF TITLE VII OF THE
NATIONAL DEFENSE EDUCATION ACT OF 1958 (P. L. 85-864)

Submitted by: (Name of institution or agency)

Principal investigator: (Name and position)

Title: (Title of proposal)

Problem: (Brief statement)

Objectives: (Briefly stated)

Procedure: (Brief description of general method, controls, sampling, statistical analysis, etc., as appropriate)

Time schedule: (Approximate beginning and ending dates)

Budget: Total cost of project \$XXXXXXX
Total Federal funds requested. \$XXXXXXX

Office of Education
U. S. Department of Health, Education, and Welfare
CRITERIA FOR THE EVALUATION OF PROPOSALS FOR RESEARCH UNDER
TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958

Pertinence

The proposed research or experiment must be concerned with or related to the use of television, radio, motion pictures, and related media for educational purposes. Only proposals which satisfy this condition will be considered.

Educational Significance

1. The proposed research or experiment is concerned with the development of new knowledge directly applicable to education or with new applications of existing knowledge to the problems of communication in education.
2. The project is focused primarily on educational problems of major importance.
3. Primary consideration is given to new projects or to those where duplication can be defended as a scientific check on previous assumptions or conclusions.
4. The anticipated outcomes of the project have potential value to education on a nationwide basis.

Research and Experimental Design

5. The problem which the project concerns is clearly defined.
6. The proposal reflects adequate knowledge of other related research or activities.
7. The questions to be answered or hypotheses to be tested are well formulated and clearly stated.
8. The proposal outlines fully the procedures to be followed and, wherever applicable, includes information on such points as sampling procedures, controls, types of data to be gathered, and statistical analyses to be performed.

Personnel and Facilities

9. The director or principal investigator is someone who has previously done research in the area involved and/or who has clearly demonstrated competence for directing work in that area.
10. The institution(s) or agency submitting the proposal has or will obtain facilities generally adequate for carrying out the research, experiment, or demonstration.

11.

Economic Efficiency

11. The suggested approach to the problem is reasonable in terms of over-all cost as compared with the cost of other possible approaches.
12. There is a favorable relationship between the probable outcomes of the project in terms of over-all value and the expenditure of Federal funds.

U. S. Department of Health, Education, and Welfare
Office of Education

SOME QUESTIONS AND ANSWERS RELATING TO THE NEW EDUCATIONAL MEDIA PROGRAM
AS PROVIDED BY TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT
OF 1958

The following questions are among those which have been asked frequently in letters inquiring about the New Educational Media Program. Some answers represent present policies and procedures which are subject to review by the Advisory Committee, and may be changed.

1. Who can submit an application for a research grant?

Ans. - Public or non-profit private agencies, organizations, and individuals.

2. What kinds of research projects fall within the scope of Title VII?

Ans. - This information is given in the accompanying set of Instructions, (or see Sections 701 and 702 of the Act.)

3. To whom should research proposals be submitted?

Ans. - Program Consultant, New Educational Media Branch, U. S. Office of Education, Washington 25, D. C.

4. How many copies are required?

Ans. - 30 copies

5. Is there a specific application form?

Ans. - No form is in use at the present time. However, the accompanying set of Instructions contains detailed information regarding the content and format recommended for proposals.

6. How should proposals be submitted which have sections pertinent to more than one Title of the National Defense Education Act?

Ans. - Such proposals should be submitted separately to the various administrative units of the Office of Education responsible for each Title concerned, with a statement that such action has been taken and the reasons for it.

7. Can several institutions collaborate in preparing and submitting a proposal?

Ans. - Yes.

8. If a proposal is submitted jointly, how should the budget be prepared?

Ans. - A general budget should be prepared with a breakdown showing distribution among the participating institutions.

9. Will any Title VII funds be granted for the purchase of equipment or production of new materials?

Ans. - Under certain conditions, limited funds may be allowed for the purchase of special equipment or the production of new types of materials on a pilot run basis where such expenditures are necessary and integral to the completion of significant research or experimentation. However, Title VII funds will not be provided for capital outlay expenditures, nor for the purchase of equipment that would normally outlast the experiment or be used for purposes other than experimentation.

10. How soon will regulations be published?

Ans. - It is anticipated that a statement of policy and regulations governing the Title VII Program will be issued in January 1959.

11. What information will be published regarding proposals submitted?

Ans. - It is planned to issue a list of proposals approved following each Committee meeting.

12. Will any listing be published for proposals received, but not approved?

Ans. - It is not anticipated that any listing of proposals not approved by the Committee will be issued.

13. What deadlines have been established for submitting proposals?

Ans. - Proposals may be submitted at any time. In order to be placed on the agenda for any given meeting of the Advisory Committee, proposals must arrive at the Office of Education six weeks in advance to allow for preliminary processing. Deadlines set for the current fiscal year are February 1 and April 1, 1959.

14. How does Title VII provide for dissemination of information on the New Educational Media?

Ans. - Part B of Title VII charges the U. S. Commissioner of Education with responsibility for making studies and surveys to determine information needs; for preparing and publishing catalogs, reviews, abstracts, etc.; providing necessary advice, technical assistance, and demonstrations to State or local educational agencies and institutions of higher education undertaking to use the new media for educational purposes.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington 25, D. C.

FOR RELEASE IN P.M. NEWSPAPERS
Wednesday, December 3, 1958

HEW-182

Appointment of a National Advisory Committee to assist the Office of Education in conducting intensive research into the more effective use of newer educational media--TV, radio, motion pictures and tapes -- was announced today by U.S. Commissioner of Education, Lawrence G. Derthick.

It is the first Advisory Committee to be named for any of the programs under the National Defense Education Act, signed into law by President Eisenhower on September 2, 1958.

Approximately 25 research proposals have been submitted by universities, colleges, school systems, State departments of education and private non-profit organizations under the educational media program. These and subsequent research proposals will be reviewed by the Committee.

Commissioner Derthick named 12 members, with the approval of Arthur S. Flemming, Secretary of Health, Education, and Welfare. The law provides that a 13th member shall represent the National Science Foundation. Harry C. Kelly, an Assistant Director of the Foundation, has been named. Commissioner Derthick is chairman of the committee and the 14th member.

"Appointment of the Committee is a major step forward in the effective operation of this program," Commissioner Derthick said.

"The Advisory Committee is charged with the important task of approving all grants-in-aid and contracts made under the provisions of Title VII, the educational media research program.

"At its first meeting, which will be held in Washington, December 17-18, the committee will advise the Commissioner in setting basic policy for the program, and in adopting operational procedures. Plans for future meetings will also be formulated."

The New Educational Media study is under the general direction of Roy M. Hall, Assistant Commissioner for Research.

Dr. Kenneth D. Norberg is serving as Consultant for the Educational Media Branch while on leave from his position as Professor of Education and Coordinator of Audio-Visual Services at Sacramento State College (California). He is assisted by Dr. Clarence Walter Stone, Professor of Library Science, University of Illinois, also on leave from his post.

The Act authorized \$3 million for this program during the current fiscal year, and \$1 1/2 million have been appropriated.

The National Defense Education Act provides that the 12 appointees to the National Advisory Committee shall be named on the basis of the following classifications:

1. Three to be individuals identified with the sciences, liberal arts or modern foreign languages in institutions of higher education.
2. Three to be actually engaged in teaching or supervising teaching in elementary or secondary schools.
3. Three to be of demonstrated ability in the utilization and adaptation of television, radio, motion pictures and related media of communication for educational purposes.
4. Three to be representatives of the public who have demonstrated an interest in the problems of communication media.

The appointments made by Commissioner Derthick, on this basis, are:

First group -- Glenn T. Seaborg, Chancellor, University of California at Berkeley, Calif.; The Very Reverend Robert J. Slavin,

O.P., President of Providence College in Providence, R. I.; and Howard Nostrand, Executive Officer, Department of Languages and Literature, University of Washington, Seattle, Washington.

Second group -- Wanda Mitchell, Television Project, Evanston Township High School, Evanston, Illinois, Austin Meadows, State Superintendent of Education for Alabama, Montgomery, Alabama; and Elizabeth Golterman, Director, Division of Audio-Visual Education, St. Louis, Mo. Public Schools.

Third group -- Scott Fletcher, President, The Fund for Adult Education, New York City; Richard B. Hull, Director, Radio and TV Broadcasting, Ohio State University, Columbus, Ohio; and L. C. Larson, Director, Audio-Visual Center, Indiana University, Bloomington, Ind.

Fourth group -- Leland Hazard, Pittsburgh Plate Glass Co., Pittsburgh, Pa.; Ralph McGill, Editor, The Atlanta Constitution, Atlanta, Ga.; and Clayton Brace, Assistant to the President, Aladdin Broadcasting Corporation, Denver, Colo.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Reconciliation of Dec. 31, 1958, statement

Balance total administration and funds	\$ 49,172.56
Taxes payable (Dec. income & SS)	258.51
<i>Membership dues - now payable.</i>	
Total	49,431.07

Cash in bank Dec. 31, 1959	12,726.72
In certificates of deposit	36,704.45
	<u>49,431.07</u>

Changes in balances since January 1.

Correct to Jan. 22, 1959

	Balance	Received	Balance
1958 Convention	(658.62)	491.62	(167.00)

Funds

	Balance 1/1/59	Expended	Balance 1/22/59
Engineering	(1,463.22)	1,218.77	(2,681.99)
Placement	32.13	84.71	(52.58)
Workshops-Seminars	(1,972.14)		(4,000.68)
Utilization		1,008.50	
Childrens		629.70	
TV Management		390.34	

Less ETRC

3,332.02

12,226.76

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NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
NETWORK ACCOUNT 1958-59
FINANCIAL STATEMENT

(For the period October 1, 1958 to December 31, 1958)

Balance from last report (September 30, 1958)	\$21,022.68
Receipts this period (per attached report)	<u>4,130.32</u>
	\$25,153.00
Expenditures this period (per attached report)	<u>\$ 6,731.48</u>
Balance (1958-59 Account)	\$18,419.52

Recapitulation of Cash Balance in Trust: NAEB Account

Balance 1958-59 Account (from above)	\$18,419.52
Balance in Reserve Fund (detail attached)	<u>30,796.30</u>
	\$49,215.82
Less amount due from NAEB Treasurer for Reimbursable Expenses	<u>\$ 466.93</u>
Balance (Cash on deposit with University)	\$48,748.84

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
NETWORK ACCOUNT 1958-59
REPORT OF EXPENDITURES

(For the period October 1, 1958 to December 31, 1958)

SUMMARY

	<u>Budget</u>	<u>Expended This Period</u>	<u>Cumulative Exp. Since 7/1/58</u>	<u>Balance</u>
Salaries and Wages	\$22,608.50	\$ 5,284.85	\$10,627.40	\$11,981.10
Travel	400.00	148.25	148.25	251.75
Supplies and Expenses	9,150.00	1,004.22	5,218.60	3,931.40
Reserve for Replacement of Major Equipment	1,500.00	---	---	1,500.00
Administrative Expense	1,690.48	296.16	781.17	909.31
Contingencies (General)	<u>151.02</u>	<u>---</u>	<u>---</u>	<u>151.02</u>
TOTAL	\$35,500.00	\$ 6,733.48	\$16,775.42	\$18,724.58 (1)

SALARIES AND WAGES

	<u>Budget</u>	<u>Expended This Period</u>	<u>Cumulative Exp. Since 7/1/58</u>	<u>Balance</u>
Network Manager	\$ 5,200.00	\$ 1,299.99	\$ 2,599.98	\$ 2,600.02
Asst. Net. Mgr. - Traffic	3,800.00	900.00	1,738.64	2,061.36
Ass't. Net. Mgr. - Production	4,800.00	1,200.00	2,400.00	2,400.00
Duplicator Operators	4,800.00	1,200.00	2,400.00	2,400.00
Labor	2,184.00	322.00	753.20	1,430.80
Retirement (2)	1,512.74	313.65	636.68	876.06
Workmen's Compensation (3)	<u>311.76</u>	<u>49.21</u>	<u>98.90</u>	<u>212.86</u>
TOTAL	\$22,608.50	\$ 5,284.85	\$10,627.40	\$11,981.10

(1) The difference between this balance and the one shown on the financial statement (preceding page) is due to the fact that actual income thus far is less than the income anticipated for the entire year, in the amount of \$305.00

(2) See footnote 2 on page 2 of Headquarters report.

(3) See footnote 3 on page 2 of Headquarters report.

NETWORK SUPPLIES AND EXPENSES

	<u>Budget</u>	<u>Expended This Period</u>	<u>Cumulative Exp. Since 7/1/58</u>	<u>Balance</u>
Mailing, Express, Freight	\$ 3,800.00	\$ 506.86	\$ 1,213.10	\$ 2,586.90
Mailing Materials	250.00	34.94	99.44	150.56
Office Supplies and Expenses	600.00	65.22	192.37	407.63
Telephone and Telegraph	350.00	* 19.04	211.11	138.89
Recording Service	100.00	100.00	100.00	—
Recording Tape (Incl. boxes and reels)	3,300.00	160.75	3,119.31	180.69
Equipment (Incl. repairs and parts)	<u>750.00</u>	<u>155.49</u>	<u>233.27</u>	<u>466.73</u>
TOTAL	\$ 9,150.00	\$ 1,004.22	\$ 5,218.60	\$ 3,931.40

INCOME

	<u>Budget</u>	<u>Received This Period</u>	<u>Cumulative Receipts Since 7/1/58</u>
Network Fees	\$35,500.00	\$ 1,912.50	\$33,738.00
Other Income (1)	<u>4,100.00</u>	<u>2,217.82</u>	<u>5,556.94</u>
TOTAL	\$39,600.00	\$ 4,130.32	\$39,294.94

	<u>Received This Period</u>	<u>Cumulative Receipts Since 7/1/58</u>
(1) Other Income		
Sale of Publications	\$ 60.70	\$ 126.70
Tapes Sold, Rented, Dubbed	1,532.12	2,372.04
Reimbursable Services	625.00	3,053.20
Miscellaneous	<u>—</u>	<u>—</u>
TOTAL	\$ 2,217.82	\$ 5,556.94

*Deduct - Credit

RESERVE FUNDS (1)

<u>Balance</u>	<u>Expended This Period</u>	<u>Cumulative Exp. Since 7/1/58</u>	<u>Balance</u>
\$31,296.30	\$ 500.00	\$ 500.00	\$30,796.30

(1) Represents balance remaining as of June 30, 1958. Expenditures represent those incurred during, or chargeable to, 1957-58, but not billed until the current year, plus unforeseen expenditures of an emergency nature. This balance is divided as follows:

	<u>Balance 7/1/58</u>	<u>Expended This Period</u>	<u>Cumulative Exp. Since 7/1/58</u>	<u>Balance</u>
General Reserve	\$29,296.30	\$ —	\$ —	\$29,296.30
Reserve for Replacement of Major Equipment	1,500.00	—	—	1,500.00
Special Projects (1)	<u>500.00</u>	<u>500.00</u>	<u>500.00</u>	<u>—</u>
TOTAL	\$31,296.30	\$ 500.00	\$ 500.00	\$30,796.30

(1) Represented \$500 received from NAEB Treasurer for a series of radio programs to be produced by station KUOM (and Prof. E. Zieberth) and held in escrow in this account until the series was completed. The series was completed and proper payments made to KUOM and Zieberth and the balance returned to Treasurer Coleman.

[r.d.]

WUOA-FM

91.7 ON YOUR FM DIAL

"THE VOICE OF THE UNIVERSITY OF ALABAMA"

EXTENSION DIVISION
UNIVERSITY OF ALABAMA

Thursday

UNIVERSITY, ALABAMA
BOX 2002

Dear Frank,

Thank you for your confidential note of Nov. 18. If at any time you feel like writing or calling me confidentially or otherwise and don't do it, I shall feel that I've lost a friend--and you ~~need~~ need not apologize or feel timid about doing so. ~~Damn~~ it, speak your piece at any time and all times and no feelings will get hurt. I'll get my feelings hurt if you don't.

I agree with you 100% that we should have had a meeting of our group prior to the meeting with Fletcher and argued with Bob Hudson to a point of annoying him a bit that it should be done; however, he insisted that such a meeting would damage the deal rather than help. Si, George, and Dick agreed that he was right, so I did not pursue the matter further. I bow to the superior judgement of that group, though I still think we should have had the meeting.

You may be right about my inviting Dunn and not other members of the board to a post-Fletcher meeting session. I thought I made the reason clear--Dunn represents, whether we care to admit it or not, a minority faction on the Board and represents a down-to-earth attitude of those people which we need in all deliberations. Outside of the one or two bad letters he has written, Dunn's work on the Board has been positive--and one of the reasons he wrote bad letters was that he was not in enough to keep up with the ~~thinking~~ thinking of the group. Pulling him in will help us avoid those bad moments created by him. I still think I'm right in asking him to come. I still appreciate your questioning my wisdom in so doing, however, for such questioning will keep me thinking hard before making a decision. Incidentally, I checked this idea with Dick and Si before inviting him. Neither expressed great enthusiasm for it but said if I thought it the thing to do, to go ahead.

As to Ludwig, that is an experiment and the idea grew out of the Friday night meeting of the Board in Minn. Several people there felt that we should have had "someone like Merritt" present to do what I propose for the Chicago meeting. It may be a flopperoo--but we will have learned something from the experience.

I will correct any doubt about the meeting of our group which is to follow the meeting with Fletcher. Your raising the ~~ex~~ question makes me wonder at my ability to communicate. I did indicate that the meeting of our NAEB group will be following the meeting with Fletcher--which all but Dunn and Ludwig will attend--and assumed that we could agree at the time just where and when we'd get together. I've told Dunn and Ludwig that we'd probably be free about 4:00 P.M. ~~and~~ and indicated in the mimeo. letter to the executive committee and the committee of five that we'd be in session the evening of the 4th. and the morning of the 5th. I expect to leave shortly after noon on the 5th. and assumed that ~~it~~ was understood that noon was the deadline.

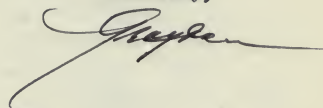
Again, thanks for the letter. I expect to make a few mistakes but I shall make no move of any significance until I have checked with several other people to get a reaction. One of the reasons I'm coming to Urbana before going to Chicago is to talk with you, Jim, and Wilbur before the meeting with Fletcher. I shall expect always to move only after advice of the people in whom I have confidence, and you three are at the top of the list in that category--so just bear in mind the responsibility you have for the organization. Fletcher was damned upsed by the film exchange deal and VanDuyn was too---However, I pointed out to VanDuyn that this is temporary and assured Bob Hudson of the same thing. Si is entirely amenable to the moving of it to the headquarters operation or to the Ford Center. I knew when we voted to establish the deal that it would stir up some antagonism--but I still think it was a good move because it shows we are not sitting on our hands, it makes both foundations more aware of the need for getting something done, and it puts up a position of having them come to us with a proposal that is better. Fletcher's feelings can be soothed on this score and no damage will be done.

One of my big concerns at the moment is whether the film distribution of NAEB produced TV shows should be from the Headquarters operation or out of the Chicago Ford Center. I had assumed the former but there is every evidence that the FAE boys think we agreed to have them distributed from the latter. Wish you'd talk to Wilbur about this and give me his reaction when I get in there on the night of Dec. 2--just in case I cannot see him while I'm there. (In case he is to be out of town.) The reaction I get from Bob H., George, and others is that Ford now thinks of the Center as the distribution center for both radio and TV materials produced under the FAE \$80,000.00 grant. This is one of the deals to come up in Chicago. Frankly, it looks to me that we may have a few rough minutes at that meeting.

Must get out for a luncheon meeting with Cedric Foster. Give me a collect ring if you have any good reactions to the above which I should be considering. ~~XXX~~ If Wilbur is to be out of town on the 2nd. and 3rd. I'll talk to him by phone before I leave here.

My best to you.

Sincerely,



[n 5]

The Role of Higher Education in Educational Television
by Graydon Ausmus

During the past two or three decades institutions of higher learning in America have acknowledged more and more their responsibility for the education of the adult population in the areas which they serve. The university or college no longer considers its job done or its obligation fulfilled when it offers courses of instruction for those students enrolled on the campus proper. Night courses, off-campus extension courses, adult study groups, informal lectures, specialized short courses, refresher courses - these are common terms and frequent events in the records of the colleges and universities of the country and are becoming more frequent and more popular each year. Many colleges and universities are establishing off-campus "Centers" in major population areas of the state in which they gain their support. All of this activity is aimed at giving educational opportunities to those adults of the country who have finished their formal or full-time education but are interested in learning a new trade, advancing toward a degree, or improving their own cultural education or their own proficiency in their chosen or a new profession or business. In recent years a number of colleges and universities have begun offering credit as well as non-credit courses by radio and most recently several have turned to television.

This trend toward an increase in the adult education activities of the institutions of higher learning in this country

has long been recommended and endorsed by the nation's most prominent educators and by the leading educational organizations and commissions. Adult education is not a fad nor a passing trend but is instead a recognized function of America's institutions of higher learning from coast to coast. The history of education in America for the first half of the twentieth century might be characterized by the great improvement in and advancement of public school education and the steady rise in the educational level of the total population. The second half may be characterized by the widespread emphasis on adult education.

It is in the area of adult education that educational television will make the most significant contribution, although the adaptability of television to the uses of the public schools is challenging. The modern university or college now spends thirty to forty dollars an hour to make available a course in modern languages or contemporary literature to an off-campus group of twenty or thirty students; through television it can make the same course available to twenty or thirty thousand students (or more) for little more than the cost of the course for the smaller group.

The modern American college or university spends literally millions in salaries for the ablest people available in a wide diversity of subject matter areas each year. They vie with each other in securing for their own school "the nation's leading physicist" or "the greatest living authority on Thomas Jefferson" or "one of the six most brilliant pianists in America"; and then

they spend more millions constructing and equipping buildings, laboratories, observatories, practice houses, classrooms, libraries, and museums. Our universities today may rightly lay claim to being the world's greatest store-houses of man's knowledge of man and the universe.

As a result of the increase in college enrollment in the country these reservoirs of knowledge are being put to the service of larger numbers of people each year; however, with the advent of television, this vast store of knowledge can now be made available to vastly more people than was ever thought possible. Television offers educational institutions a means of extending the services heretofore available to a limited few to the entire population of a state or region. Dr. Arthur S. Adams, President of the American Council on Education, speaking before the Educational Television Programs Institute at Pennsylvania State College in April, 1952, commented that, "the role of educational television is an extension of the educational system to serve an immensely greater number of people than it has hitherto been able to do and to serve better, too, its own present community of faculty and students." It is a means through which educational institutions may do more and do better what they exist to do.

Looking at the medium itself, what are its peculiar characteristics? What is there about it that has caused such widespread enthusiasm for its use as a tool of education?

Simply, television is another means of mass communication. It has some characteristics common to other media of mass

communication and some inherent to itself only. It is sound plus sight, but more than that, it has immediacy and it comes directly into the home. The viewer may witness an occurrence while it is happening and he does not have to dress and drive to a distant point to see it. It is available in his own living room or den. Furthermore, if it is a demonstrated lecture he is watching or an operation or a lesson in handicrafts or a sports event or an opera, he has a better view of it than any front-row seat would afford and there are fewer distracting stimuli clamoring for his attention. Television affords greater focus and a more careful definition of specific elements of a subject than is possible even in the lecture room.

The subject areas adaptable to effective presentation on television seem to be unlimited, given a spark of enthusiasm for his topic on the part of the instructor or lecturer and an ounce of imagination and skill in the presentation. Any instructor worth his salt today has learned to use maps, charts, graphs, slides, and film strips to make his classroom lectures interesting and graphic. These same techniques, old saw to the average instructor, may be applied to making the television lecture or demonstration effective and interesting to the home viewer.

Philosophy, literature, languages, and some of the other non-laboratory college subjects were thought at one time to be less appealing, if not hopeless, for television presentation than the arts and physical sciences. Recent experiments in television programming in these areas by some of the pioneering colleges

has shown this not to be true. Literature and philosophy come to life when presented with a little imagination - and an interesting by-product of the effort is the improvement of the teaching technique of the instructor. Recent studies show no measurable difference between the effectiveness of instruction by television and classroom instruction and show it to be far more effective than radio. Here, then, is the answer to the institution which acknowledges that it has a responsibility to contribute to the education of the adult population off its campus - a medium which is more effective than radio and one which is as effective as classroom instruction and one which reduces the per "pupil" cost to a small fraction of one cent!!

There are many specific functions the college or university may perform through television beyond offering courses paralleling those taught on the campus with or without credit. The opportunity to foster the intellectual growth of the community and state is an exciting challenge within itself and knows no limitations. In addition to using its own faculty for lectures, talks, discussions, etc. every university sponsors lectures, concerts, art exhibits, and dramatic performances which bring some of the greatest intellects and some of the finest talent of the country to the campus each year. Through television much of this stimulating fare can be made available to the total population of the area.

In addition to being able to make available through television much of its valuable resources for the total enrichment

of the area, the college or university will find in television one of its best public relations tools. Through television friends and supporters of the institution will understand more fully the aims and goals of the institution and in turn will be more sympathetic toward the work it is trying to do and more interested in the problems it is facing. This will occur as an incidental and important by-product of the total programming of the station; however, television is the perfect medium for the direct, best-foot-forward type of institutional salesmanship. Certainly the public supported college or university has a responsibility to let the public know what it is getting for its money: what courses are being offered, how the classrooms and laboratories are equipped, how the grounds are kept, how the students spend their spare time, how the team looks this season, what intramural sports are offered, what awards and special honors are coming to the students and faculty, etc. These are all stories that can be told interestingly and well through television.

The adult education function and the public relations function of television under college or university operation are only two of its possibilities. A third very significant function is programming for in-school broadcasts to the classroom and for out-of-school broadcasts for children. The successful pattern for this type of programming has been set by educational radio and the exciting possibilities that television offers have been fully demonstrated in the Philadelphia Public Schools, the Cleveland Public Schools, and others. The plan of operation varies with

each situation. It is of little significance that the university station time is made available to the schools, or that the programs are produced by the university or college for or in cooperation with the schools or with the state or county department of education or some other agency so long as an enrichment of the school curriculum is made possible and so long as the cultural, entertainment, and educational needs of the children of this country are filled more fully and more adequately. Neither is the plan for support of this part of the television station operation a significant matter. Here is an opportunity to further fulfill a responsibility - the responsibility for the education of the people of a country, young and old. So long as the job is done to the fullest degree possible, the source of the funds becomes secondary.

A fourth function of television as a part of the college or university is the opportunity and obligation for training of personnel to operate the two thousand plus television stations now possible under the new TV allocation plan and, concurrently with training, research in engineering and programming which will be necessary as a part of the development of the television industry. The reports from those colleges and universities offering degrees in radio are the same - they have never been able to fill the demand for trained radio announcers, writers, program directors, and salesmen. More people are required for a television station operation than for a radio station. The demand upon the colleges and universities will be greater in television than in radio. Although the training of students should be considered a by-product

or secondary objective of the educational television station, it is a significant function of the operation and one demanding serious consideration in the station planning. Research, also a by-product of the station operation, is likewise a significant consideration.

To summarize, television serves three major and two secondary functions within the framework of the institution of higher learning: adult education, public relations, public school education, and training and research. Through its use the institution can contribute to the total intellectual, cultural, economic, and social growth of the community and state effectively and economically.

To those who hesitate to endorse educational television because of the cost involved - and even the greatest enthusiasts acknowledge that the costs are sizeable in terms of one classroom or in terms of one professor's salary - here are a few points worth considering. In the first place, education is a costly business. True, America does not spend as much for education as it does for liquor, or for cigarettes, or for gasoline, but education is still costly. It is big business in any state - approximately five billions last year in the country as a whole according to a recent estimate.

A half million dollar engineering building is accepted as reasonable, a quarter of a million for a good elementary school is not considered unusual, a million dollar administration and classroom building goes without notice, and the plainest kind of

consolidated rural school will cost a hundred fifty to two hundred thousand. Furthermore, projecting costs beyond education's door, no one considers a short stretch of super-highway costing several millions anything but a necessity. A city park and swimming pool, a municipal auditorium, a football stadium, a city health center, a county court house - these cost "big" money yet money is secured for them. Education has always found the money to do the job that needs doing including money to purchase the tools with which to do it. And education has always made use of the most effective tools known to man in doing its job. Press, radio, movies, and now - television. If educational institutions decide that television offers a better way of doing a legitimate job for education, the money will be found.

Unfortunately, the time for making the decision to use or not to use television is short - decision must be made by June, 1953. As chairman of the FCC, Paul A. Walker, said in an address in April, 1952, to the NAEB, these channels will not be ours for "as long as the waters flow and the grasses grow." They become public property and available to commercial organizations in June of 1953 and may be lost to education forever. The Commissioner, speaking at the Educational Television Programs Institute later that same month, said to a group of college administrators, "If television does not have number 1 priority on your agenda from now on, then the end of this fateful year may see educational television a lost cause. What a tragedy that would be - what a tragedy for education; what a tragedy for our

children and our children's children." If the colleges and universities who do enter the educational television field now decide after several years they have made a mistake, the mistake can be remedied: if those who do not go into it now decide after several years they have made a mistake, nothing can be done about it.

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

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National Endowment for the Humanities.